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ABSTRACT

The adult vocational education program in Minnesota was studied to provide information that state administrators, planners, and legislators could use to gain an understanding of the program and how it is perceived by students, employers, and adult vocational education directors and coordinators. A total of 1,519 questionnaires were mailed to a random sample of current and past adult vocational education students, with a response rate of 56 percent; 354 questionnaires were mailed to employers throughout the state, with a 41 percent response. In addition, adult vocational education directors and coordinators at 10 schools were interviewed about their perceptions of the adult vocational education program. The study found that (1) students, employers, and directors agreed that adult vocational education is meeting its stated objectives; (2) students and employers were generally pleased with the results of classes and indicated willingness to use this resource in the future; (3) current methods of promotion appeared to be effective in developing an awareness of adult vocational education among students and employers; and (4) students, employers, and directors agreed that training is available at reasonable cost. Recommendations were made to conduct on-site training at employers' facilities, to develop measurable learning objectives, to make curriculum materials more available to schools, to identify employer needs, and to develop a formal student follow-up program. (KC)

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FINAL REPORT OF FINDINGS
FOR THE STUDY CONDUCTED OF THE
ADULT VOCATIONAL EDUCATION PROGRAM
IN THE STATE OF MINNESOTA

Research and Development Project
in Vocational Education

Conducted Using Funds Awarded by
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SECTION I INTRODUCTION

OBJECTIVE OF THE STUDY

This study was conducted for the Vocational-Technical Division of the Minnesota Department of Education for the purpose of acquiring insights into the State's Adult Vocational Education (AVE) program.

The Adult Vocational Education program is designed to provide classes that will update or upgrade existing job skills and to retrain individuals who already possess certain job skills in a related field. AVE differs from Community Education in that Community Education classes are not normally job-related. AVE differs from Post-Secondary programs in that the latter is a planned sequence of classes aimed at developing job skills rather than improving them.

A study of this nature had not been conducted previously. Our objective was to accumulate sufficient data from:

- Students,
- Employers, and
- AVE Directors and Coordinators

so that state administrators, planners, and legislators would have an increased understanding of this educational function and how it was perceived by each of the groups studied.

The findings that have been derived from this study should therefore be viewed as establishing a benchmark, and as pointing the way toward relevant areas that deserve more in-depth analysis.

CONDUCT OF THE STUDY

The reader should keep in mind that this pilot study was designed to "find out about" AVE and was not designed nor conducted to test certain hypotheses.

An Advisory Committee was selected by the Division to assist in our study process. This committee consisted of individuals who are active in AVE at the local level as users, administrators, or instructors. Additionally, selected members of the Division also participated. This committee was extremely responsive and helpful in reviewing and critiquing materials as they were developed and in inputting into the study design.

The major tasks in this study were:

- To develop a matrix of schools, categories (occupational areas), and classes to be used as the sample from which to draw student input.
- To develop the student survey instrument and to conduct student surveys.
- To develop sample populations of employers from which employer data could be developed.
- To develop the employer survey instrument and conduct employer surveys.
- To interview selected Adult Vocational Education Directors and Coordinators to obtain their input.
- To analyze the data obtained and to prepare a written report of initial findings and recommendations.

The Advisory Committee was actively involved in reviewing the materials that were developed for use in each of these major tasks, and in reviewing the results obtained.

School and Class Selection

A matrix of schools and class categories was developed to serve as the primary population from which the classes and

students would be drawn. The selection of schools, categories, and classes to participate in the study was of major significance, in that the breadth of the study had to be sufficient to assure that the findings would be indicative of AVE as a whole. Consequently, eight schools were selected at a joint meeting of the Advisory Committee and Alexander Grant & Company. The primary criteria in the selection of schools was that the selected group be representative of the urban and rural trade areas throughout the state. The eight schools selected were:

- Hennepin Technical Center, South Campus,
- St. Paul AVTI,
- Hibbing AVTI,
- Moorhead AVTI,
- Willmar AVTI,
- Mankato AVTI,
- Rochester AVTI, and
- Anoka AVTI.

Additionally at this meeting, it was determined that the Technical category and the Trade and Industrial category be grouped together because of the strong similarities between them. Therefore, the categories identified were:

- Agriculture
- Health Occupations
- Business and Office
- Distributive Education
- Trade, Industrial, and Technical
- Occupational Home Economics

Using this matrix of schools and categories, classes were independently selected by Alexander Grant & Company from the current contracts between the eight schools and the State of Minnesota. The following criteria were used in selecting classes:

- Within each category, current classes were selected which were somewhat representative of the types of classes being offered.
- Where possible, classes were selected that were offered currently and also three years ago. In instances where the current class selected was not offered three years ago, an alternative and somewhat related past class was chosen.
- Classes were chosen with titles that indicated they were more likely to be work-related rather than personal development-related.
- When there were several offerings of the same class, the class with the largest enrollment was chosen.

The resultant matrix of schools, categories, and classes selected is shown in Exhibit A.

Student Survey

When the class selection process had been completed, the names and addresses of students who attended the selected classes were obtained from each of the participating AVTI's. In a few instances where addresses were not sufficient for mailing, those students were eliminated from the population to be surveyed. Each student name was assigned a special code so that the resultant data could be sorted by current and past classes, by category, by school, and even by class if so desired.

Concurrent with the selection of classes and the gathering of student names and addresses, two student questionnaires were developed. One was for students who attended classes offered during the current year (current students) and the other was for students who attended classes offered three years ago (past students). Both questionnaires were essentially the same except that present and past tenses were used in formulating questions and responses for the current and past questionnaires, respectively. Additionally, certain questions asked of the past students were not applicable to the current students. The current student questionnaire is displayed in Exhibit B and the past student questionnaire in Exhibit C.

Upon receipt of usable student questionnaires, current and past student responses were input into a computer data base for future analysis. The analysis of student responses is provided in Section III entitled "Results of Student Questionnaires".

Employer Survey

The original employer survey design was to include only those employers whose names were furnished by the students being surveyed. However, at a meeting with the Advisory Committee, it was determined that including a cross-section of employers from other sources would provide less biased and more accurate information on how employers view Adult Vocational Education. Consequently, it was decided that employer names be selected randomly from four sources. These four employer sources were:

- Employers whose names were furnished by the students being surveyed.
- Employers who served as Adult Advisory Committee Members at the eight schools used in selecting the student survey population.
- Employers listed in the membership directory of the American Society for Training and Development (Southern Minnesota Chapter).
- Employers listed in the Minnesota Directory of Manufacturers, 1977-78.

Concurrent with the employer selection process, the employer questionnaire was developed. Before circulating this questionnaire it was reviewed by the Advisory Committee. A copy of the employer questionnaire is displayed in Exhibit F.

Upon receipt of usable employer questionnaires, employer responses were input into a computerized data base for future analysis. The analysis of employer responses is provided in Section IV entitled "Results of Employer Questionnaires".

Interviews of Adult Vocational Education Directors and Coordinators

By analyzing the data gathered from the student and employer questionnaires, it was expected that valuable insights could be derived as to how each group viewed Adult Vocational Education and its impact. However, to be able to keep this feedback in proper perspective, it was also necessary to gather information related to the specific goals of AVE programs, the actions taken, and the resources applied in attaining those goals. Consequently, this study was designed to include input from AVE Directors and Coordinators.

Alexander Grant & Company independently selected ten schools from which this data would be gathered. In order to develop a base of data representative of the variety of AVE programs being offered, schools were chosen which, as a group, covered all areas of the state. Adult Directors or Coordinators were contacted at each school and an interview date was established.

These interviews were structured to the extent that the same basic series of questions were asked of each participant. The listing of these questions is included in Exhibit I. However, the interview process was also open-ended and participants were encouraged to address issues not covered by these questions.

The results and analysis of this interview process are contained in Section V of this report which is entitled "Results of Interviews with AVE Directors and Coordinators". Because this is highly subjective data, it was not tabulated and analyzed in the same manner as student and employer data.

SECTION II
SUMMARY OF FINDINGS AND RECOMMENDATIONS

STRENGTHS OF THE EXISTING AVE PROGRAM

The data provided by this study indicates that the Adult Vocational Education program in Minnesota is an effective and viable educational function. Generally, AVE goals are being met and quality training is provided at a reasonable cost. Both students and employers were generally well-pleased with the results and have indicated a strong willingness to utilize AVE classes in satisfying future training needs.

Goal of AVE

The stated goal of Adult Vocational Education is to provide classes that will update or upgrade an individual's existing job skills and to retrain individuals who already possess certain job skills in a related field. All of the Adult Directors and Coordinators who were interviewed agreed that their program was meeting this primary goal of AVE. Additionally, both the students and employers agreed that this goal was being met.

The primary reason for taking AVE classes which was given by the majority of the students surveyed was that the class would help them to perform better on their current job or in the same line of work. Only a small portion (15%) of the surveyed students stated that the class was not work-related. Likewise, the majority of the employers who were surveyed stated that the primary reason for using AVE classes was that such training would enable their employees to perform better on their current jobs. Additionally, through this training, employees could be upgraded to a new position and could brush up previously developed skills.

Success of AVE Classes

There was general agreement among students and employers as to the overall success of AVE classes. The majority of the students rated the results of their specific class as "excellent" or "very good"; only about 5% stated that the results were below average. Employers also were generally well-pleased with the results of AVE classes. Less than 2% of the employers surveyed stated that the results of the class were below average.

Both students and employers perceived AVE classes as being of definite value and indicated a strong willingness to utilize this resource to meet their training objectives. While over 40% of the employers stated that they had plans for using AVE in the future, not one employer stated that they would never use AVE for employee training. Additionally, employers perceived that AVE could benefit all levels of employees, from trainees to executives. This supports the perception of a number of Directors who indicated that one of the key strengths of AVE was good industry support.

Students, likewise, were quite willing to use AVE resources. While about 47% said that they had plans to take more AVE classes, less than 1% said that they would definitely not take any more classes because it was not worth the time or money. Additionally, about 40% of the students indicated that they had taken AVE classes previously.

Awareness of AVE

Students and employers seemed to be generally well aware of the AVE program and its objectives. Most Directors had established programs for maintaining continued contact with employers in their area to discuss the employers' training needs and to make them aware of current offerings. The effectiveness of this contact effort can be measured somewhat by the fact that over 86%

of the employers indicated that their employees had taken AVE classes. Additionally, over 40% of the employers surveyed stated that an AVE Coordinator had called upon their organization to discuss their specific training needs.

The most commonly used method of publicizing classes to potential students was to mail course bulletins periodically to households within a school's area. These same bulletins were also mailed to employers. Again the effectiveness of this publicity effort can be measured somewhat by the fact that most of the students surveyed said that they learned about AVE classes from promotional materials received from schools. The second most important source of information about AVE was the students' employers.

Cost of AVE

Another strength of the AVE program which was mentioned by some of the Directors was that training is available at a reasonable cost. This perception is supported by the fact that the majority of the students paid their own student fees. Additionally, of those students whose employer paid their student fees, only about 20% said that they would not have taken the class if their employer had not paid part of the fee.

The responses of employers also tend to support the perception that training is available at a reasonable cost. Over 70% of all employers stated that they had a policy of paying at least a portion of the costs incurred by their employees in taking AVE classes.

POTENTIAL ENHANCEMENTS FOR AVE PROGRAM

The above summary comments were developed using feedback obtained from students, employers, and Directors and are related to areas which were specifically addressed with each group. How-

ever, the topics discussed below were developed primarily from data obtained through interviews with Adult Directors and Coordinators. These areas were not addressed directly by students and employers.

As with any program, there are always areas where improvements can be made. In this section we recommend that consideration be given to strengthening certain aspects of the AVE program. These recommendations are in areas where enhancements might be made and are not related to serious weaknesses in the existing AVE program. Generally, the areas covered by these recommendations were being addressed by AVE Directors.

Funding of AVE program

Throughout the interviews with AVE Directors and Coordinators, a recurring message was that the current level and method of funding is not sufficient to provide all the resources necessary to make needed enhancements to the AVE program. However, there may be ways by which additional monies can be generated without requiring state funding.

A significant number of employers indicated that they would be interested in having special training classes developed to address their unique training needs. Also, over 70% of all employers currently have a policy of paying at least part of this cost. Furthermore, nearly three-fourths of all employers stated that AVE training enables employees to perform better on the job.

We recommend that consideration be given to the feasibility of expanding on-site training conducted at employer's facilities. Additionally, the fees charged for these training services should be sufficient to cover all related costs, including allocated administrative and support costs. This recommendation might prove to be a viable method of expanding AVE services at a cost that would still be beneficial to employers, without requiring significant increases in appropriations.

Competency Measurement

Of considerable concern to AVE Directors and Coordinators was their impression that AVE has an inferior status within the educational community. This appeared to be particularly frustrating because they strongly believed that AVE serves a very significant educational need.

Except for certain licensing and apprenticeship programs, the acquisition of a specific level of competency is not stressed. However, Post-Secondary Education programs involve some form of testing, grading, and awarding of certificates indicating that a certain level of competency has been achieved.

Some employers commented that they could not base promotions solely upon completion of AVE classes because they had no assurance that a specific level of competency had been attained. By addressing this need AVE may not only enhance the quality of its service to employers, but it may also raise its perceived status within the educational community.

We recommend that consideration be given to developing learning objectives for AVE programs which would be more responsive to the measurement of specific competencies. While this approach may not be feasible nor appropriate for all AVE classes, it may be applicable in certain key areas.

Curriculum Development

The desirability of sharing curriculum was acknowledged by all the Directors and Coordinators interviewed; however, the practicability of achieving this now was questioned. While the Minnesota Instructional Material Center (MIMC) does provide some materials, the schools interviewed made only limited use of this resource.

We recommend that consideration be given to exploring alternatives by which the best curriculum materials could be made more readily available to schools. Some of the Directors felt that the curriculum development process is not well-defined and needs to be strengthened. Additionally, several stated that this was an area where the state could provide more support.

Training Requirements for Instructors

Currently there are no state-wide in-service training requirements for most AVE instructors. While instructors may be qualified in a certain skill area, there is no formal method of assuring that they have the skills to be a competent instructor. Additionally, the level of this type of training varied greatly among the schools interviewed.

We recommend that consideration be given to the development of a formal, state-wide instructor in-service training program. This was one of the areas where some Directors stated that they would like to have greater state support. Not only would this result in better qualified instructors, but it would also help to enhance the status of the AVE program.

Identifying Future Training Needs

The results of this study indicated that students, employers, and AVE Directors generally concur that AVE is meeting its stated objectives of updating, upgrading, and retraining in those areas where course offerings are currently available. However, there is no overall program for identifying new training needs that may develop in the future.

We recommend that consideration be given to developing an in-depth, state-wide program of identifying employer training needs. A program of this type has already been developed for schools in northeast Minnesota by the Northeast Vocational Operating Board (NEVO). Through their study NEVO determined that there

were a significant number of industries where new jobs will be created in the future for which training will be needed, but which is not currently available. As this type of information becomes more readily available, AVE programs could be developed in anticipation of employer training needs, thus enhancing AVE's role in the future.

Student Follow-Up

While Directors agreed that a student follow-up program is an important function in maintaining the quality of training programs, none of the schools interviewed had a student follow-up program. This was primarily due to the lack of resources available to accomplish this task.

We recommend that consideration be given to developing a formal student follow-up program for AVE classes. Minnesota's Post-Secondary Education program has a student follow-up system which has been recognized nationally and has proven its worth. Perhaps a similar approach could be used to develop a student follow-up system for Adult Vocational Education.

SECTION III
RESULTS OF STUDENT QUESTIONNAIRES

OVERVIEW

A total of 1,519 questionnaires were mailed to both current and past Adult Vocational Education students. Copies of the actual questionnaires are contained in Exhibits B and C. 855 usable questionnaires were returned resulting in a total response rate of 56%. Below is a summary of response rates by current and past students:

	<u>Number Mailed</u>	<u>Usable Responses</u>	<u>Response Rate</u>
Current students	756	508	67%
Past students	763	347	46%

As anticipated, the response rate for current students was much greater than that for past students. Generally, past students took the surveyed class three years ago. The primary reason for the lower past student response rate was due to the inability of the questionnaire to reach the students. Of the past student questionnaires, 22% were returned by the Post Office as non-forwardable; however, only 3% of the current student questionnaires were so returned by the Post Office.

In addition to accumulating the response data in total, the data was also tabulated by each of the six basic categories of classes. These basic categories were:

- Agriculture,
- Health Occupations,
- Business and Office,
- Distributive Education,
- Trade, Industrial and Technical, and
- Occupational Home Economics.

The tabulations of the total responses for current and past students are contained in Exhibits D and E, respectively. The responses by the above categories are contained in the same respective exhibits.

While the same basic questions were asked of both the current and past students, the reader should be aware that after Question 12, like questions are not numbered the same on both the current and past student questionnaires.

SUMMARY OF FINDINGS

Generally, students took classes which were work-related. Only 15% said that the surveyed class was not work-related. Additionally, over half of the students stated that classes were taken in order to upgrade current job skills.

Directly increasing current earnings was not a primary factor for most students. Again, the emphasis seemed to be more on enhancing current job skills. The majority of the students paid their own student fees and tended to take classes on their own rather than being required to do so by their employers.

Students were generally well pleased with the results of Adult Vocational Education classes. While the majority rated classes as excellent to very good, only 5% said that the results were below average. Additionally, less than 6% of the surveyed students failed to complete their class.

Students tend to take more than one class. About 40% of those surveyed had taken another class. Additionally, about 47% also said that they had plans to take more classes. Only 1/2% said that they would definitely not take more classes.

Students were generally satisfied with several factors related to the specific classes that they took. These factors included time of day offered, length and location of class, subject matter, and methods of presentation.

DETAILED FINDINGS

The design of the student questionnaires was such that some areas were addressed by more than one question. The detailed findings below are organized by each area addressed, rather than by question.

Reasons For Taking Classes

The questionnaires contained two questions addressing why the student took the class. Students were asked for the single most important reason in Question 1. Half of both current and past students stated that it would help them to do their current job better or that they were self-employed and it would help them in their line of work. Agriculture students selected the above two responses most frequently (72% current and 68% past); whereas, business students gave these two responses least frequently (22% current and 21% past). Of both current and past students, only about 15% indicated that the class was not work-related and that they were taking it for their own personal development.

In Question 17 (current) and 18 (past), the students were asked:

- To select, from the list provided, all of the reasons why they took the class, and
- To rank all of their choices in the order of importance.

About three-fourths of all students gave at least two reasons for taking the class and about half gave at least three reasons.

Again, the single most important reason given for taking classes was that it would help in their current jobs, either as employees or as self-employed. Below is a summary of how often this response was chosen:

	<u>Current</u>	<u>Past</u>
First choice	42%	40%
Second choice	24%	27%
Third choice	15%	10%

The percents indicated for second and third choice are of those students who gave 2 and 3 responses, respectively. Non-respondents were not included in the base when calculating the percents. The second most frequently given reason was that completion of the class might strengthen job security. Only 11% of the current students and 14% of the past students indicated that the class was not job-related (first choice only).

Impact of Class Upon Student's Careers

In Question 2 students were asked what impact this class had upon the student's earnings. Of the current students, 28% indicated that it should affect their earnings (responses b and c). Of the past students, 16% indicated that it had affected their earnings (responses b, c and d). On the other hand, 54% of the current students indicated that it would not affect their earnings or that they were unsure of the affect (responses d, e and f). Likewise, 54% of the past students indicated that it had not affected their earnings (responses e and f).

The past students were asked in Question 27 if the raise and/or promotion which they expected had taken place. Of those who stated that the class was job related, only 17% said that the anticipated impact had not occurred. While 23% stated that it had occurred, 60% stated that no change was expected.

Related to the above, the past students were asked in Question 28 if the individual was still employed in the same line of work for which the class prepared them. Of those who indicated that the class was work-related, three-fourths said that they were still in the same line of work.

In Question 3, students were asked how soon the completion of the class will or did improve their work situation. Of those who indicated that the class was work-related, 72% of the current students and 66% of the past students stated that the improvement will or did take place within six months (responses a and b). On the other hand, of those indicating that the class was work-related, only 5% of the current students and 20% of the past students stated that it never will or did improve their work situation.

Payment of Student Fees

In Question 4, students were asked if any part of the student fees were paid by anyone other than themselves. Generally, students tended to pay all of these fees themselves (63% current and 50% past). Employers paid at least part of these fees for 34% of the current students and 46% of the past students; whereas, only a small portion of these fees were paid by governmental agencies (2% current and 4% past).

In Question 5, students were asked what portion of those fees were paid by employers or governmental agencies. Of the students who said that some portion was paid by others, almost 90% stated that the entire fee was paid by their employer or a governmental agency (87% current and 89% past).

In order to determine what impact the payment of fees had upon the student's decision to take the class, in Question 6 students were asked if they would have taken the class if none of

the fee had been paid. Only 17% of the current students and 22% of the past students said that they would not have taken the class. While 31% (current) and 25% (past) were unsure, the majority of the students, 51% (current) and 53% (past), said that the payment of fees was not a factor in deciding to take the class.

The results of Question 7 indicate that of those students who had part of their fee paid, 57% (current) and 73% (past) had this fee paid at the time of their enrollment. Likewise 32% (current) and 18% (past) were reimbursed upon successful completion of the class.

In Question 8, students were asked if part of the fee was paid, did the employer also pay for anything else. Approximately one-third of these employers for both groups of students paid for other items. Generally, these other items included such things as books, supplies, tools, and travel costs. In a few instances students were paid compensatory wages while attending class.

Employer Influence

How the student's employer influenced the taking of the class was asked in Question 9. Thirty-nine percent of the current students and thirty-four percent of the past students indicated that the class was not related to their employer's work, that they were either self-employed or unemployed, or they gave no response (responses a, f, g and no response). Below is a summary of how the remaining students responded:

	<u>Current</u>	<u>Past</u>
Required to take class	11%	12%
Suggested class be taken	21%	29%
Mentioned availability of classes	10%	15%
Not influenced by employer	<u>58%</u>	<u>44%</u>
	<u>100%</u>	<u>100%</u>

How Students Found Out About AVE

Students were asked how they learned about Adult Vocational Educational classes in Question 10. Most students learned of classes through promotional materials provided by the school (47% current and 36% past). Employers were credited by 20% of the current students and 30% of the past students. Previous students and others who knew of classes were credited by 20% of the current students and 14% of the past students (responses b and c).

General Success of Classes

Students were asked to rate the success of classes in meeting their expectations in Question 15 (current) and 16 (past). Students were generally well pleased with the results of the classes. Only 4% of the current students and 6% of the past students indicated that the results were below average. On the other hand, the majority rated the classes as excellent or very good (71% current and 63% past).

Additionally, students were asked if they would recommend Adult Vocational Education classes to a friend in Questions 14 (current) and 15 (past). The response to this question was overwhelmingly positive. Over 92% of both current and past students stated that they would recommend classes to a friend. It is important to note that only 12 of the 855 total students responding (1.4%) said "No" to this question.

From the responses to Questions 16 (current) and 17 (past) it was learned that less than 6% of all students did not complete their classes. Of the current students, 21% were still taking the class at the time that they responded to the questionnaire.

Previous Classes Taken

Student responses to Question 11 indicate that 38% of both student groups had taken work-related Adult Vocational

Educational classes prior to the class being surveyed. Of these who had previously taken classes, 73% (current) and 72% (past) stated that it helped them to perform better on their current or previous jobs (Question 12A). On the other hand, only 8% (current) and 15% (past) indicated that the previous class did not help their current job.

Question 12B responses indicate that approximately 47% of both groups who had previously taken classes had at least part of their student fees paid.

In Question 13 past students were asked whether any classes were taken subsequent to the survey class. Forty-one percent indicated that they had taken a subsequent class and over half of these students indicated that the class was required. It is important to note that less than 2% of the students said that it was not worth the time or money to take additional classes.

Future Classes

In Questions 13 (current) and 14 (past), students were asked whether they have plans to take additional classes in the future. Only 4 students out of a total of 855 (1/2%) said "definitely not". Fifty-four percent of the current students and thirty-nine percent of the past students indicated they planned to take additional classes; whereas 23% (current) and 25% (past) stated that they were not sure.

In Questions 24 (current) and 25 (past), students were asked if there are any other classes they would like to see offered which would help in their present or future employment. Of the current students, 38% said "Yes". Of the past students, 31% said "Yes".

Class Comments

In addition to the information developed about Adult Vocational Education and its impact, a series of questions were designed to develop data about the classroom environment. These questions are contained in Part III of both questionnaires.

In Questions 18 (current) and 19 (past), students were asked if the length of the class was adequate to cover the materials. Approximately 72% of both student groups indicated that the length was about right. Only 4% of both groups indicated that the length of the class was too short.

About 90% of both student groups stated that the location of the class was convenient for them (Question 22, current and 23, past). Additionally, over 95% of both student groups indicated that the time of day that the class was offered was convenient for them (Question 23, current and 24, past).

In Questions 20 (current) and 21 (past) students were asked if they felt that improvements needed to be made in the way classes were taught. Of both student groups, 55% stated that improvements were not needed; whereas about one-fourth said that improvements were needed.

When asked if the subject matter could have been presented in a manner more applicable to their jobs, only 13% of both student groups responded that it could have been better presented (Question 21, current, and 22, past). Of both groups, 55% stated that the manner of presentation was applicable to their jobs.

In responding to Question 19 (current), 95% of the current students stated that they felt that it was worthwhile to take the class being surveyed; only 2% said that it was not. The corresponding question (20) for the past students asked if they felt that the class gave them the training or knowledge that they were seeking. Of these students, 78% said "Yes" and only 8% said "No".

In Questions 25 (current) and 26 (past), students were asked if they had ever been unable to take a class they wanted. About 77% of both groups stated that they had never been unable to get into a scheduled class. Approximately 7% of both groups said that they could not get in because the class was full when they enrolled. Only 10% of the current students and 8% of the past students stated that the desired class was cancelled because of low enrollment.

In Questions 26 (current) and 29 (past), students were asked to provide additional information about the class they took. From these questions, we were able to develop a profile of how long students had been employed in their line of work and how long they have been on their current jobs.

We found that 26% of the current students and 36% of the past students had been in the same line of work for over six years. However, 77% of the current students and 70% of the past students have been on their current jobs for less than three years.

RESULTS BY OCCUPATIONAL CATEGORIES

While the total sample was selected in a manner to be representative of Adult Vocational Education classes in general,

it was not necessarily intended to be representative of each of the occupational categories. Consequently, care should be used when drawing conclusions from the data tabulated by occupational category.

However, accepting these limitations, certain general statements can be made about the various categories. Again, the basic categories were:

- Agriculture,
- Health Occupations,
- Business and Office,
- Distributive Education,
- Trade, Industrial and Technical, and
- Occupational Home Economics.

Compared with the other categories, Business and Office students tended to take classes less often to enhance current skills and more often to acquire new skills or to obtain a new job.

The enhancement of earnings tended to be more of an expected outcome for Agriculture and Trade, Industrial and Technical students than for those in the other categories.

Employers of the Occupational Home Economics and Trade, Industrial and Technical students tended to exert greater influence on students to take classes.

Agriculture students were generally self-employed rather than being employees.

Students in the Occupational Home Economics and Trade, Industrial and Technical categories were more likely to have taken other classes in the past and were more likely to take additional classes in the future.

Distributive Education students generally tended to be slightly less pleased with their classes and its impact upon their jobs or careers.

SECTION IV
RESULTS OF EMPLOYER QUESTIONNAIRES

OVERVIEW

A total of 354 questionnaires were mailed to employers within the state. In order to obtain a cross-section of responses, employers were selected from the four following sources:

- Employers whose names were furnished by the students being surveyed (student employers).
- Employers who served as Adult Advisory Committee Members at the eight schools used in selecting the student survey population (advisory employers).
- Employers listed in the membership directory of the American Society for Training and Development -- Southern Minnesota Chapter (ASTD employers).
- Employers listed in the Minnesota Directory of Manufacturers, 1977-78 (manufacturers).

Throughout the balance of this section, the above groups will be referred to as student employers, advisory employers, ASTD employers and manufacturers, respectively.

In selecting employers and in tabulating responses, the sample of employers was drawn from a broad range of organizations. No attempts were made to distinguish among the relative sizes of employers or among the types of organizations. The sample population included employers of all sizes, and some of the types of organizations represented are shown below:

- Manufacturers
- Service Organizations
- Agri-business
- Hospitals, nursing homes and other health-related organizations

- Banks
- Distributors
- Governmental Units
- Schools
- Retailers
- Construction
- Insurance
- Mining

Of the questionnaires mailed, 144 usable questionnaires were returned which resulted in an overall response rate of 41%. Below is a summary of response rates by source of employer:

	<u>Number Mailed</u>	<u>Usable Responses</u>	<u>Response Rate</u>
1. Student employers	100	47	47%
2. Advisory employers	54	28	52%
3. ASTD employers	100	37	37%
4. Manufacturers	<u>100</u>	<u>32</u>	32%
Total	<u>354</u>	<u>144</u>	41%

As anticipated, the response rates for student employers and advisory employers were much greater than those of the other two employer groups, because of the fact that these two groups were more aware of Adult Vocational Education programs.

The employer questionnaire was intentionally designed to be much shorter than the student questionnaires so that employers would be more likely to respond. Consequently, the data provided by the employer survey is more limited than that provided by the student surveys. A copy of the employer questionnaire is contained in Exhibit F.

The tabulation of responses in total and by employer source type is contained in Exhibit G. The reader should be aware that the responses to Questions 8 through 11 are tabulated in a different manner than the first seven questions. When responding to Questions 8 through 11, employers were asked to select more than one response, if applicable. Consequently, the total

number of responses is greater than the total population and the total of the percents is greater than 100%. The percents which are shown for these questions are expressed as a percent of the total number of respondents and not of the total number of responses.

SUMMARY OF FINDINGS

Within the employer population two groups consistently varied from the norm of all groups. The manufacturers were less aware of, less likely to use and support, and less positive of the results of Adult Vocational Education. On the other hand, advisory employers were more aware of, more likely to use and support, and more positive of the results of Adult Vocational Education.

The more positive outlook by the advisory employers is to be expected when considering that this group assists in determining the quality of certain programs. The perceptions of the manufacturers may be more typical of the "average" organization. This group was less likely to have had their employees involved in AVE, was probably not involved in Adult Advisory Committees, and may or may not have had employees involved in professional training organizations such as ASTD.

The majority of all employers had had employees enrolled in Adult Vocational Education classes. However, less than one-half had been visited by AVE Coordinators or were aware that special classes could be designed for their unique needs.

While about 43% of all employers stated that they had plans to use Adult Vocational Education for training in the future, not one respondent said that they would never use AVE. The primary reasons given by employers as to why they would use AVE classes were related to updating and upgrading existing job skills and to retraining employees who already possess certain job skills.

These reasons are directly in line with the stated goals of Adult Vocational Education.

The primary groups of employees which were identified as most likely to use AVE classes were skilled workers, trainees, and supervisors. However, apprentices, managers, and even executives were also identified as potential users.

The majority of the employers were pleased with the success of AVE classes in providing the desired training or knowledge. Less than 2% stated that the results were below average.

The majority of all employers had a policy of paying at least part of the costs incurred by their employees when taking AVE classes. Additionally, most employers took measures to make their employees aware of AVE classes. Only about one-fourth said that they did nothing to promote AVE to their employees.

DETAILED FINDINGS

The design of the employer questionnaire was such that some areas were addressed by more than one question. The detailed findings below are organized by each area addressed, rather than by question.

Awareness of AVE Programs

A series of questions were asked in order to determine the employers' general awareness of Adult Vocational Education. In Question 1 employers were asked if they knew if employees from their organization had ever been enrolled in AVE classes. Of all employers, 87% stated that their employees have taken these classes. Of the manufacturers, only 69% indicated that their employees had been in the program.

In Question 2 employers were asked if an AVE Coordinator had ever called upon their organization to discuss their training needs. It is important to note that only 6% of the total population were not aware that this service existed. Additionally, over 40% of all employers had been contacted by a coordinator. Manufacturers awareness, in this case, was very close to the norm.

In Question 3 employers were asked if they were aware that special training classes might be arranged to fit their unique training needs. Of all employers, 52% were not aware that this service existed; however, 69% of the manufacturers were unaware of this service.

Generally, advisory employers seemed to be most aware of Adult Vocational Education programs and services. Manufacturers, on the other hand, seemed to be less aware.

Use of AVE Services

Five questions were asked of employers to determine if they would consider using AVE services and how they would see their organizations using this resource to meet their training needs. In Question 5 employers were asked if they had plans for using AVE in the future for employee training. It is important to note that not one respondent replied that they would never use AVE. Of all respondents, 43% stated that they did have plans. Again, manufacturers were less likely to use AVE (34% said yes).

In Question 4 employers were asked if they would be interested in arranging to have special training classes developed for their unique training needs. Of all employers, 41% indicated that they would be interested in arranging for such classes. While advisory employers were most inclined to utilize this service, manufacturers were least likely.

Three additional Questions (9,10,and 11) were asked of employers related to their use of AVE. When studying these response percents, it should be remembered that for these three questions employers were asked to choose more than one response, if appropriate; consequently, the total responses for all questions are greater than 100%.

In Question 9 employers were asked why they would encourage their employees to take AVE classes. The response which was chosen most often by all respondents (71%) was that such training would enable employees to perform better on their present job. To upgrade employees into a new position was chosen by 53% of all respondents and to enable employees to brush up on previously used skills was selected by 36%. From this it can be seen that employers view Adult Vocational Education similar to how AVE has defined its role. It is also important to note that only 7% of all employers said that they would have no reason to encourage their employees to take AVE classes. Again, manufacturers chose this response more than any other group; 19% of the manufacturers gave this response.

Question 10 was designed to determine what level of employees the employers would have participate in Adult Vocational Education classes. It is somewhat difficult to draw firm conclusions as to the relative level of employees who would participate in AVE classes without knowing how each respondent defined their levels of employees. For example, in smaller organizations the distinction between supervisory, management, and executive levels may be somewhat unclear. However, skilled employees were chosen as the group most likely to participate in these classes (chosen by 55% of all respondents). Trainees and supervisors were the next highest groups chosen and were selected by 44% of all employers. Apprentices and management were chosen by 26% and 24%, respectively, by all employers.

In general, advisory employers indicated that AVE classes were applicable to the broadest range of employees. Manufacturers,

on the other hand, indicated that a much narrower range of their employees would benefit from these classes.

In Question 11, employers were asked what the impact would be upon their organizations if Adult Vocational Education classes were not available. The most frequently given response was that employees would have to develop skills while on the job, which was selected by 34% of all employers. Over 31% of all employers said that they would have to develop their own training programs or that they would have to utilize other external training resources. It appears that the majority of the employers surveyed perceive the training function as being important to their organizations. Again, manufacturers seemed to be least clear as to what the impact would be as over 40% said that either they didn't know or they gave no response.

General Success of AVE

In Question 7 employers were asked to rate the success of Adult Vocational Education in providing their employees with the training or knowledge that they sought. Of all employers, 18% stated that they did not use AVE or gave no response; however, 44% of the manufacturers fell into these categories.

Eliminating the non-users and non-respondents from the totals, 65% of all employers said that the results were average or above. Less than 2% said that the results were below average with the balance indicating that either they were not sure of the results (22%) or that the results vary from class to class (11%). Again the manufacturers were least positive about the results. No manufacturer selected the "excellent" rating and only 19% selected "very good".

Support of AVE Programs

Two questions were designed to determine how employers

support or promote enrollment in Adult Vocational Education classes. In Question 6, employers were asked if it was their policy to pay any portion of the costs incurred by their employees in attending classes. Over 70% of all employers said that they did have such a policy; whereas, only 18% said that they did not pay any portion of these costs. The sharing of costs was most often a policy of ASTD employers and advisory employers (89% and 82%, respectively) and least often a policy of manufacturers (47%).

In Question 8 employers were asked how they influence or encourage their employees to take Adult Vocational Education classes. Again the percents given here are greater than 100% in total as employers could select more than one response. The two most frequently given responses were that employers suggest that certain employees take certain classes, and that they post school-provided literature. Both of these responses were selected by 44% of all employers.

Of all employers, 25% said that they do nothing to influence or encourage their employees to take classes; manufacturers gave this response 44% of the time. However, 14% of all employers said that they require certain of their employees to take certain classes.

Additional Employer Comments

Because the employer questionnaire was intentionally designed to be short, space was provided where additional comments could be provided. Some of these additional comments have been included in Exhibit H.

SECTION V
RESULTS OF INTERVIEWS
WITH AVE DIRECTORS AND COORDINATORS

OVERVIEW

The process through which input was gathered from Adult Vocational Education Directors and Coordinators was less structured than that used to obtain student and employer input. Through discussions with the Advisory Committee and with personnel from the Vocational Technical Division, key issues and areas of interest were identified. These items were then developed into a series of questions which would be asked of AVE Directors and Coordinators. A list of these questions is contained in Exhibit I.

Alexander Grant & Company independently selected ten schools which made up the survey population for this part of the study. In order to develop data which would be representative of the variety of programs being offered and of the various approaches being used in program delivery, the schools were selected such that all areas of the state were represented.

These interviews were structured to the extent that the same basic series of questions were asked of each interviewee. However, the interview process was also open-ended in that participants were encouraged to address other areas which were not covered by these questions.

Directors and Coordinators have a variety of responsibilities which must be met in conducting and managing their programs. While all have limited support staffs, because of the availability of other resources, many different approaches have been developed to resolve common problems. Consequently, in addition to identifying common feelings about issues, we have also pointed out many of these different approaches.

FINDINGS

Because the data gathered is highly subjective, it cannot be tabulated and presented in the same manner as the student and employer data. Therefore, when presenting this data, we have indicated which responses were given most frequently and which were given less frequently. Additionally, in certain areas we have listed additional comments which were usually obtained from one respondent and may only be indicative of that particular school or that respondent's perceptions. Consequently, firm conclusions should be delayed until further in-depth studies can be conducted. Many of the comments provided here may indicate fruitful areas for future investigation.

Additionally, since each interview question addressed a specific area, the findings below are organized by each question.

1. What Are the Overall Strengths and Weaknesses of Adult Vocational Education?

Directors generally agreed on two key strengths of AVE. The flexibility of the delivery system was mentioned most frequently. By flexibility, the directors meant that they can respond quickly to develop new programs which will address training needs identified within their community.

Additionally, most directors also felt that AVE is an effective program in upgrading or updating existing job skills and in retraining those with pre-existing skills. They pointed out that AVE is unique compared with other forms of formal education in that its emphasis is on upgrading rather than on initial skill development.

Additional strengths mentioned were:

- AVE has good industry support.
- Generally, instructors are of a high caliber.
- Training is available at a reasonable cost.
- Because of the number of schools almost all adults within the state are reachable.

When discussing weaknesses, once again there was agreement on two areas. The most commonly discussed weakness was that the current level of funding is not sufficient to cover required staff and material costs. The current level of funding covers three-fourths of the instructor costs and some travel. No funds are provided for other indirect or support costs. One Director stated that they were able to deal with this partially because of the support and cooperation they were receiving from the Post-Secondary program at that school. While lack of funding was considered the greatest weakness, most accepted this as a way of life.

Another stated weakness which most Directors felt quite strongly about was that AVE has unfairly been given an inferior status within the total educational continuum. Most felt that this inferior status was primarily a result of the failure of the education community to recognize AVE's unique and needed role. It was felt that if this role was better understood and if AVE's impact in terms of cost/benefit could be better articulated that there would be stronger support for the AVE program.

Additional weaknesses mentioned were:

- Because the boundaries of AVE are not clearly defined it may be overlapping or competing with other programs, such as consumer homemaking provided through County Extension programs.
- The current budget process is somewhat inflexible because of the long lead time required for budget submission. Consequently, it is often difficult to respond quickly to major changes in the training needs of organizations within the community.
- In-service training of instructors is weak and needs to be strengthened.

- The curriculum development process is not well-defined and needs to be strengthened.

2. What Changes Would You Like to See Made in the Way that the State Supports Adult Vocational Education?

The method of funding was the most frequently discussed item. Four of those interviewed stated that they would like to see the method of funding changed to the "Average Daily Membership" (ADM) method which is used in Secondary and Post-Secondary Education. It was felt that this method would result in increased funding. On the other hand, two Directors stated that they did not want the method of funding changed. These two directors felt that a funding change would be accompanied by a merger of AVE into Post-Secondary.

The question of merging Adult Vocational Education into Post-Secondary Education or restructuring AVE like Post-Secondary was discussed by a number of interviewees. Those discussing this issue were equally divided as to the desirability of this change. Those in favor of this change felt the result would be a more efficient program delivery; whereas those opposed felt that AVE would lose much of the flexibility it currently enjoys.

Additional comments related to state support were:

- The state could provide more support in helping schools develop a curriculum with the ultimate goal of greater curriculum standardization.
- The state could supply more assistance in helping schools develop better in-service training for instructors.
- The state could give better direction regarding new training opportunities that may be coming in the future. Additionally, the state could help with the development and design of such new classes.
- The state could help to develop, and perhaps even conduct, an effective follow-up program.

- State staff could spend more time at the schools in a supportive capacity.
- Information demands by the state could be cut back. It is difficult to meet the current level of demand with already limited resources.

3. How is the Determination Made Either to Add a New Class or to Drop an Existing Class?

The two resources used most frequently in identifying the need for new classes are input from the adult advisory committees and input obtained through contacts with industry. Other sources which were mentioned were requests from individual students and new programs which have been successfully developed in other schools. Several Directors mentioned, however, that because of limited staff available to them they were not doing as good a job as they would like in identifying the needs for new classes.

The most formal method of determining the training needs of a community was found in northeast Minnesota. In that area the schools work together through the Northeast Vocational Operating Board (NEVO). NEVO has surveyed all employers in that area with fifty or more employees to determine manpower training needs, by category, through 1980. This survey also provided estimates of the number of people who would require training. With this type of information, AVE Directors have identified specific target areas to address in responding to their community's training needs. NEVO is currently in the process of gathering the same information for employers with less than fifty employees.

The primary reason why existing classes are dropped is because enrollment has dropped below the state support level. The minimum enrollment is usually ten students. However, an attempt is made to determine the reason for low enrollment. If it is determined that the enrollment was low because of a poor instructor, the class may be re-offered with a new instructor.

In some instances it has been necessary to drop a class because a qualified instructor was not available. However, the class is usually re-offered when a qualified instructor is found, provided that the need for training still exists.

4. What is Your Program for Contacting Employers Within Your Area?

Directors indicated that they maintain continued contact with employers for three primary reasons:

- To obtain input related to the training needs of the employer which the school may be able to address.
- To obtain feedback on the effectiveness of classes which have been offered.
- To make employers more aware of AVE in general and of specific classes which are currently being offered.

The degree of formal contact with employers varied greatly among the schools surveyed. The approach being used by NEVO (discussed in Question 3) was the most formal and comprehensive program of employer contact.

Several schools have regular programs of visiting all employers within their service area at least annually. Metropolitan area schools tend to be more selective in their approach to employer contact because of the large number of employers in their area.

5. What is Your Program for Curriculum Development?

The degree of formal curriculum development varied among schools in direct relationship to the size of the school and the resources available. Larger schools tended to require a more formal structuring of teaching components and were able to support instructors with staff to aid in curriculum development.

In smaller schools course outlines were generally required; however, standards were less well-defined. Generally, instructors were relied upon to outline what they perceived as being important and necessary. This outline would then be reviewed by the Director.

When a specific class was also taught at the post-secondary level, some competency areas from the post-secondary curriculum were often used. Adult advisory committees were also used to critique suggested course outlines.

Several Directors stated that there was a need for a central resource which could identify what materials may already be available. While the Minnesota Instructional Material Center (MIMC) does provide some curriculum materials, the schools interviewed made very limited use of this resource.

Several Directors indicated that they would sometimes contact other schools to determine if other schools had curriculum materials which could be used. However, this sharing is limited because of the lack of resources available to be responsive to this type of request.

Generally, there was little standardization of curriculum among schools. Standardized curriculum was most often available for specialized classes which had been recently developed, such as energy-related classes.

Additional comments made related to curriculum development were:

- The Department of Education should have funds specifically designated for curriculum development for AVE classes. Funds are currently made available only on a piece-meal basis, for specific curriculum projects.
- Consideration should be given to developing a central pool of curriculum development talent and in finding ways in which this resource can be made readily available to schools with this need.

6. What is Your Process for Identifying, Qualifying, and Training New Instructors?

The most common source of new instructors was from the Post-Secondary teaching staff who were currently teaching the same or a related class. Directors indicated that from 20% to 50% of their instructors come from this source.

Schools also rely heavily on Adult Advisory Committees to identify possible instructors. Industry resources are also identified through the continued contacts with employers. In addition to the above resources some schools advertise their need in school bulletins and post public notices of employment.

The current qualifications for instructors are highly subjective. These qualifications state that instructors "shall be professionally and technically qualified to practice in the field", and that they have "a minimum of two or three years of recent, relevant occupational experience". The most common method of screening potential instructors was for AVE Directors or Coordinators to conduct interviews with the candidates. Adult Advisory Committees, when available, were also utilized in the screening process. In certain technical areas, industry "experts" might also be asked to comment upon candidates' qualifications.

There are currently no state-wide training requirements for instructors. It is recommended that part-time instructors have "24 clock hours of vocational teacher education". In practice, however, the amount of instructional training varied widely among the ten schools. Generally, the larger schools tended to require or encourage new instructors to take special classes; whereas, smaller schools tended to provide or require little or no teacher training. The availability of resources to provide this training seemed to be the key factor in the amount of training required.

Generally, Directors indicated that they were quite satisfied with the caliber of instructors that they are able to attract. This was identified as one of the strengths of the AVE program.

7. What is Done to Make Potential Students and Industry Aware of Current Class Offerings?

While many schools used the same methods of publicizing their classes, there was not common agreement as to the relative effectiveness of the methods used. The most commonly used method of publicizing classes was to periodically mail course bulletins to households and industries in the areas served by each school. However, two of the smaller, outstate schools indicated that they did not mail bulletins because this method was too costly.

Most schools had used media advertising, such as newspapers, television or radio, at one time or another. Generally, outstate schools found media advertising to be an effective tool; whereas, metropolitan schools saw this as not being an effective method. This difference may be due to the fact that smaller communities are often served by only one newspaper and only a few radio or television stations which allows for more effective targeting.

A number of schools prepared special brochures to be mailed to specific industries which identified classes that might be of specific interest to them. These brochures were often posted by employers along with the general class bulletins.

Several schools stated that "word-of-mouth" was also an important means of publicity. One of the larger schools stated that they have conducted publicity surveys for the past several years. "Word-of-mouth" was given by the majority of those students surveyed as being the main source of information about Adult Vocational Education programs.

8. Do You Have a Formal Program of Working With Programs Such as WIN, CETA, or DVR in Setting Up Classes or Attracting Students?

Most schools stated that they had no such formal program; however, they had worked with individuals from these programs, primarily CETA. It was indicated that individuals from these programs were more likely to participate in Post-Secondary classes than in AVE classes. A number of Directors stated that the performance of these students was generally poorer and that they tended to have problems that other students do not have, such as arranging transportation to class.

On the other hand, one of the larger, metropolitan schools said that these students get "VIP" treatment and are given enrollment preference. Additionally, this school has periodically developed a special class just for these students.

9. Do You Have an Established Program For Monitoring Classes In Progress?

While all Directors agreed that this was definitely an important function, most said that they did not have the time nor resources to do as good a job of monitoring as they would like. The majority indicated that they do monitor at least some of the classes, especially those being taught by new instructors. Three of the Directors said that they try to monitor all classes at least once a year.

One of the schools indicated that they use additional measures to monitor the effectiveness of the instructor or the materials. In addition to using end-of-class evaluations, they are also alert for drops in attendance, especially at the beginning of a class.

10. Do You Have a Program For Obtaining Feedback Regarding The Quality of The Class and The Instructor?

All schools interviewed stated that they did have a formal program for obtaining feedback from students. Class evaluation questionnaires were completed by students at the end of each course. Some schools tabulated these results by instructor, by occupational category and in total to be better able to spot problem classes or instructors. One school administered a pre- and a post-questionnaire for all new classes or new instructors. In addition to formal questionnaires, all schools said that they also used student complaints to spot problem classes and instructors.

One of the schools indicated that they had each instructor complete a questionnaire at the end of each course. In this questionnaire instructors were asked to comment on such items as adequacy of facilities and administrative support and to identify areas where improvements could be made in the future.

Most schools indicated that they also received feedback from employers; however, none had a formal program for gathering this information. Normally this was obtained during the normal visits to employers or was volunteered by employers when they were especially pleased or displeased with the results of classes.

11. Do You Have a Program For Following Up With Students Some time After They Complete a Class in Order to Determine The Impact Of The Class on Their Work?

None of the schools interviewed had a program for student follow-up. While they agreed that this was an important function and that follow-up was needed, all Directors stated that there are not sufficient resources in terms of time, staff or money to develop and maintain such a program.

Several Directors stated that they do obtain this type of information from employers on an informal basis during their regular visits to employers.

One of those interviewed suggested that the state could help to develop, and perhaps even conduct, an effective follow-up program.

12. Who is Eligible to Participate in Apprenticeship Programs and Who is Responsible For Developing The Curriculum?

Half of the schools surveyed had established apprenticeship programs and one other school was in the process of setting up a program. Apprenticeship programs are not necessarily limited just to the union members. However, to be eligible to participate in an apprenticeship program an individual must be an official, indentured apprentice. Because of this requirement the details of apprenticeship programs are not normally included in the schools' catalogue of class offerings.

Apprenticeship programs may be developed in a number of ways. In the building trades, for example, the curriculum may be developed by Joint Apprenticeship Committees. These committees are made up of union apprenticeship committee members and management representatives of employers who employ individuals of a specific trade. These joint committees usually develop a suggested outline for classroom instruction and training. The responsibility for the detailed course development then rests with the local schools.

In other instances unions may work directly with the schools to develop the curriculum for an apprenticeship program. Additionally, in a few instances unions may develop their own curriculum, provide their own instructors, and only lease classroom facilities from schools. In these instances these programs are exclusively for members of the union who developed the program.

13. What Are Your Comments on The Field Services Program?

Field Services is a program which is managed and operated centrally by the Division of Vocational-Technical Education. This program provides instruction in areas such as firefighter training, emergency medical training, rescue squad training, municipal utilities, power lineperson instruction, and telephone communications and safety training. The Division maintains a staff of instructors who travel to communities throughout the state to conduct these training programs.

These programs were perceived as filling a definite need; however, several Directors felt that these needs could be better served if these programs were operated and managed locally, rather than at the state level. They felt that a more appropriate role for the state would be to serve as a resource in setting up and coordinating these programs at the school level. Some of the schools indicated that they already have established such programs. On the other hand one director indicated that while it might be beneficial to conduct this locally, he wasn't sure it could actually be accomplished.

14. What Are Your Comments on The Consumer Services Classes As a Part of The Adult Vocational Educational Program?

Consumer Services is also referred to as Consumer Home-making and Family Living Education. Offerings in this area include classes such as food and nutrition, clothing and textiles, housing, home resource management, child development, and parenting.

Generally most Directors perceived a definite need for Consumer Services classes and no one suggested eliminating these from the AVE program. However, one director suggested that consumer education be a separate area, justifying its own existence. One individual commented that these classes may duplicate similar classes which are offered through County Extension programs.

Additional comments related to Consumer Services included:

- Homemaking is a legitimate vocation and should be treated as such.
- This area should become more important in the future, especially with the rising costs of maintaining a household.

SECTION VI

EXHIBITS

EXHIBIT A

MATRIX OF SCHOOLS, CATEGORIES, AND CLASSES

Locations Basic Categories	HENNEPIN TECH- NICAL CENTER SOUTH CAMPUS	ST. PAUL AVTI	HIBBING AVTI	MOONHEAD AVTI	WILLMAR AVTI	MANKATO AVTI	ROCHESTER AVTI	ANOKA AVTI
AGRICULTURE	4/78 Landscaping Unit I 10/74 Basic Landscaping	NONE	1978 & 1975 Agriculture	NONE	11/77 Modern Swine Production 74-75 Ag Welding	1/78 Tractor Engine Overhaul 1/75 Diesel Tractor Maintenance	1/78 & 1/75 Adult Farm Management	NONE
HEALTH OCCUPATIONS	4/78 IV Therapy & Maintenance 10/74 Pharmacology Refresher for Nurses	Winter 78 & Winter 75 Medical Terminology	1978 Blood Banking 1975 First Aid	9/77 & 1/75 Nurse Aide	4/78 Home Health Aide Training 74-75 Crisis Inter- vention-- Trauma	1/78 & 3/75 Remotivation Therapy	2/78 & 4/75 Medical Admin. for Unlicensed Personnel	3/78 & 3/75 Medical Terminology
BUSINESS AND OFFICE	4/78 & 1/75 Office Skills Refresher	Winter 78 & Winter 75 Bookkeeping & Accounting II	77-78 & 75-76 Key Punch	Fall 77 & Fall 74 Refresher Typing	2/78 Ward Clerk/ Station Sec. 74-75 Payroll Accounting	9/78 Intro. to Computers 9/74 Intro. to Data Proces- sing	1/78 Shorthand/ Intermediate & Review 9/74 Refresher Shorthand	4/78 & 10/75 Updating Office Procedures
DISTRIBUTIVE EDUCATION	4/78 & 4/75 Going Into Business for Yourself	Winter 78 & Fall 75 Challenge of Management	77-78 & 76-77 Small Business Management	Fall 77 & Fall 74 Sales Psychology	1/78 & 74-75 Showcard Lettering	1/78 Techniques of Supvsn. & Mgmt. Training 5/75 Mgmt. Training for First-Line Supervisors	2/78 & 9/74 Principles of Bank Operation	NONE
TRADE, INDUSTRIAL, & TECHNICAL	4/78 & 1/75 Intro. to International Transportation	9/77 & 9/74 Electric Code	77-78 & 74-75 Sheet Metal	Fall 77 & Winter 76 Steam Engineering	4/78 Basic Auto Air Cond. 74-75 Basic Auto Tune-Up	1/78 & 1/75 Advanced Arc Welding	9/77 & 9/75 Apprentice Carpentry III	3/78 & 3/75 Beg. & Adv. Tool & Die
OCCUPATIONAL HOME ECONOMICS	4/78 Drapery Making for Profit 4/75 Sewing Short- cuts	Winter 78 Supervisory Housekeeping PAST - NONE	77-78 & 6/74 School Food Service	Fall 77 & 1/75 Day Care Center Workers	3/78 Fruits & Veg. 75-76 Food Super- vision	2/78 & 2/75 Dietetic Assistant	7/77 & 4/75 Fundamentals of School Food Service	4/78 & 3/75 Normal Nutrition

EXHIBIT B

ADULT VOCATIONAL EDUCATION SURVEY

STUDENT QUESTIONNAIRE

(...for CURRENT students)

This questionnaire is part of a survey which Alexander Grant & Company is conducting for the Vocational-Technical Education Division of the Minnesota Department of Education. The primary objectives of this questionnaire are to identify:

- The reasons you are taking this class,
- The benefits you expect to receive upon completing this class, and
- Whether you are attaining the skills you expected from this class.

We wish to assure you that your responses will be kept strictly confidential. We are asking you to give us your name so that we may be able to follow-up with those who have not responded to this questionnaire.

We are also asking you for information regarding your current employer. We are planning to survey employers to find out how they view the benefits of Adult Vocational Education classes. This will be a general questionnaire, and we will not reveal your identity nor any of your answers. For the purposes of our study, it is important to know how both students and their employers feel about Adult Vocational Education. Therefore, we urge you to complete all the requested information.

However, if the class that you are taking is not applicable to your job, or if you do not have an employer, please write "Not Applicable" where the questionnaire asks for your employer's name.

When you furnish us with your employer's name and address, please give us the name of the person who you think would know most about the Adult Vocational Education programs.

This survey has been designed and worded for students who are currently enrolled in a class. However, because some of you may have already completed this class, the exact wording may not be quite appropriate to your situation. If you have already completed your class, please try to answer the questions based upon your situation while you were taking the class.

We realize that you may be taking other classes, or that this class may be a part of a series of classes in a total program, such as an apprenticeship program. However, please answer the questions as they relate to the specific class stated on the following page.

After you have completed this questionnaire, please return it in the enclosed postage-paid, return envelope to:

Alexander Grant & Company
Midwest Plaza Building
801 Nicollet Mall
Minneapolis, MN 55402

Please return the completed questionnaire by _____

Thank you for taking the time to respond to this questionnaire. Your input is greatly appreciated.

School Name

Class Title

Date of Enrollment

Please print the following information:

Your Name

Employer Name (Company)

Address

Person to Contact

City, State, Zip

Address

City, State, Zip

PART I

All questions in this section should be answered by checking the one most appropriate answer.

1. Which one of the following statements best describes your situation and why you are taking this class or series of classes?

- ☐ a. It will help me to get a job (I am not now employed).
- ☐ b. It will help me brush up on skills I previously had so that I can re-enter the job market.
- ☐ c. It will help me to do my current job better.
- ☐ d. It will help me to get a different job with my current employer.
- ☐ e. It will help me to get a different job with a new employer.
- ☐ f. I am self-employed, and it will help me in my line of work.
- ☐ g. This class is part of an apprenticeship program.
- ☐ h. This class is necessary for me to be able to obtain or renew my license.
- ☐ i. I am taking this class to get a feel for a new field of work.
- ☐ j. This class is not related to work -- I am taking it for my own personal development.

2. How will the completion of this class or series of classes affect the amount of money you now make from your current job?

- ☐ a. I am not now working -- this will help me to get a job.
- ☐ b. I definitely will make more money.
- ☐ c. It should help me to make more money.
- ☐ d. It will not directly affect how much I make as it is a requirement for me to keep my job.
- ☐ e. It will not affect how much I now make from my job.
- ☐ f. I am not sure what affect it will have.
- ☐ g. This class is not related to my work and therefore will not affect how much I make.

3. How soon after you complete this class or series of classes do you expect it to improve your work situation?

- ☐ a. Immediately
- ☐ b. 1 to 6 months
- ☐ c. 6 months to 1 year
- ☐ d. More than 1 year
- ☐ e. Never
- ☐ f. This class is not related to my work.

4. Is anyone else paying for any part of your student fees?

- ☐ a. No -- I am paying all of them.
- ☐ b. Yes -- WIN, CETA, DVR, or another governmental agency.
- ☐ c. Yes -- my employer.

NOTE: IF YOU MARKED "C" ABOVE IN QUESTION 4, PLEASE ANSWER QUESTIONS 5, 6, 7, AND 8. OTHERWISE (IF YOU MARKED "A" OR "B") SKIP QUESTIONS 5 THROUGH 8 AND GO TO QUESTION 9.

5. What part of the student fees for this class is your employer paying?

- ☐ a. 25% or less
- ☐ b. 26% to 50%
- ☐ c. 51% to 75%
- ☐ d. 76% to 99%
- ☐ e. All
- ☐ f. Amount to be paid is based upon the grade I make.

6. Would you be taking this class now if your employer was not paying for any of the student fees?

- ☐ a. Yes
- ☐ b. No
- ☐ c. Not Sure

7. When does your employer pay the student fees?

- ☐ a. When I enroll.
- ☐ b. After I have enrolled.
- ☐ c. After I have successfully completed the class.

8. Is your employer paying for anything more than your student fees while you are taking this class?

- ☐ a. No
- ☐ b. Yes -- If yes, please describe _____

9. How did your employer influence your taking this class?

- ☐ a. This class is not related to my employer's business.
- ☐ b. My employer required me to take this class.
- ☐ c. My employer suggested that I take this class.
- ☐ d. My employer mentioned that classes might be available.
- ☐ e. My employer did not influence my taking this class -- it was my decision.
- ☐ f. I am self-employed.
- ☐ g. I am not employed.

10. How did you find out about Adult Vocational Education classes?

- ☐ a. From my employer or supervisor.
- ☐ b. From people who have taken classes.
- ☐ c. From other people who knew about these classes.
- ☐ d. From promotional materials from the school.
- ☐ e. Other -- please describe _____

11. Have you ever taken any other Adult Vocational Education classes that were work related?

- ☐ a. Yes
- ☐ b. No
- ☐ c. I don't know

12. If you answered question 11 "Yes" please answer the following:

A. How did that class or classes effect your work?

- ☐ a. It helped me to get my present job.
- ☐ b. It has helped me to do better in my present job.
- ☐ c. It did not help in my present job.
- ☐ d. It was part of a series of classes for a future job.
- ☐ e. It was related to a job that I used to have.

B. What part of the costs of that class did your employer pay?

- ☐ a. All
- ☐ b. Part
- ☐ c. None

13. Do you have any plans for taking other Adult Vocational Education classes in the future?

- ☐ a. Yes, more classes are required by the program that I am in.
- ☐ b. Yes, although more classes are not required, I want to take more to better my job or position.
- ☐ c. Yes, however, the class will not be related to my job.
- ☐ d. Yes, I am required to take classes periodically in order to renew my license.
- ☐ e. I have no plans now to take more classes.
- ☐ f. Definitely not -- it is not worth either the time or money.
- ☐ g. I am not sure.
- ☐ h. Other -- please describe _____

14. Would you recommend Adult Vocational Education classes to a friend?

- ☐ a. Yes
- ☐ b. No
- ☐ c. Not sure

15. How successful has this class been so far in providing you with the training or knowledge that you were seeking?

- ☐ a. The results of this class have been excellent.
- ☐ b. The results of this class have been very good.
- ☐ c. The results of this class have been average.
- ☐ d. The results of this class have been below average.
- ☐ e. The results of this class have been poor.
- ☐ f. I am quite dissatisfied with the results of this class.
- ☐ g. I don't know.

16. Did you complete this class?

- ☐ a. Yes
- ☐ b. No
- ☐ c. I am still taking this class.

PART II

Please review the list of statements in question 17 and do the following:

- A. Place an "X" in the circle following any of the statements which explain why you enrolled in this class or series of classes. If the statement does not explain why, leave it blank. You may choose more than one answer.
- B. After you have completed step A, then rank only the statements which you marked with an "X" in the order of their importance to you. For example, your most important reason for taking this class would be 1, your second most important reason would be 2, and so on until you have ranked all of the statements where you placed an "X".

17. I am taking this class or series of classes because:

- | | | |
|--|-----------------------|--------------------------|
| a. It may qualify me for a promotion when I complete it. | ☐ | ☐ |
| b. It may qualify me for a raise in pay when I complete it. | ☐ | ☐ |
| c. It will help me to do my current job better. | ☐ | ☐ |
| d. It may help me to get a different job. | ☐ | ☐ |
| e. I am self-employed, and it will help me in my line of work. | ☐ | ☐ |
| f. This class is necessary to fulfill the requirements to obtain or renew my license. | ☐ | ☐ |
| g. The completion of this class may strengthen my job security. | ☐ | ☐ |
| h. It will help me to get a job (I am not now employed). | ☐ | ☐ |
| i. It is a necessary part of my apprenticeship program. | ☐ | ☐ |
| j. It will give me skills in an entirely new area. | ☐ | ☐ |
| k. My employer <u>required</u> me to take this class. | ☐ | ☐ |
| l. My employer <u>encouraged</u> me to take this class. | ☐ | ☐ |
| m. My employer paid part or all of the student fees. | ☐ | ☐ |
| n. It is an area in which I am personally interested that is not directly related to my job. | ☐ | ☐ |
| o. Other -- please describe _____ | ☐ | ☐ |
- _____
- _____

PART III

In the following section, please check the one answer which you feel is most appropriate. Also, please write your comments, where appropriate, so that your answer can be better understood.

18. Was the length of this class adequate to cover the materials?

☐ a. About right

☐ b. Too short

☐ c. Too long

Please comment _____

19. So far, do you feel that it was worthwhile to take this class?

☐ a. Yes

☐ b. No

☐ c. Unsure

Please comment _____

20. Do you feel that improvements need to be made in the way that this class is taught?

☐ a. Yes

☐ b. No

☐ c. Unsure

Please comment _____

21. Could the subject matter be presented in a way that would be more applicable to your job?

- ☐ a. Yes
- ☐ b. No
- ☐ c. Unsure
- ☐ d. The class is not applicable to my job.

Please comment _____

22. Is the location of this class convenient for you?

- ☐ a. Yes
- ☐ b. No -- if no, please briefly state why _____

23. Is the time of day at which the class is offered convenient for you?

- ☐ a. Yes
- ☐ b. No -- if no, please briefly state why _____

24. Are there any other classes you would like to see offered which would help you in your present or future employment?

- ☐ a. No
- ☐ b. Yes -- if yes, please describe _____

25. Have you ever been unable to take a class you wanted because it was not available to you?

- ☐ a. No
 - ☐ b. Yes, because the class was already full when I enrolled.
 - ☐ c. Yes, because the class was cancelled due to low enrollment.
- If yes, what was the class (or classes)? _____

26. Please answer the following questions if this class is related to your work:

- a. What is the title of your current job? _____
- b. How long have you had this job? _____
- c. How long have you been in this type of work? _____
- d. For what new job will this class or series of classes make you eligible? _____
- e. How does this class fit into an overall plan for your job development? _____

* * * * *

Thank you for your cooperation.

ADULT VOCATIONAL EDUCATION SURVEY STUDENT QUESTIONNAIRE

(...for PAST students)

This questionnaire is part of a survey which Alexander Grant & Company is conducting for the Vocational-Technical Education Division of the Minnesota Department of Education. The primary objectives of this questionnaire are to identify:

- The reasons you took this class,
- The benefits you expected to receive and actually did receive after completing this class, and
- Whether you attained the skills you expected from this class.

We wish to assure you that your responses will be kept strictly confidential. We are asking you to give us your name so that we may be able to follow-up with those who have not responded to this questionnaire.

We are also asking you for information regarding your employer at the time you took this class. We are planning to survey employers to find out how they view the benefits of Adult Vocational Education classes. This will be a general questionnaire, and we will not reveal your identity nor any of your answers. For the purposes of our study, it is important to know how both students and their employers feel about Adult Vocational Education. Therefore, we urge you to complete all the requested information.

However, if the class that you took was not applicable to your job, or if you did not have an employer, please write "Not Applicable" where the questionnaire asks for your employer's name.

When you furnish us with your employer's name and address, please give us the name of the person who you think would know most about the Adult Vocational Education programs.

This survey has been designed for students who have completed a class in the past. We realize that you may have taken other classes, or that this class may have been part of a series of classes in a total program, such as an apprenticeship program. However, please answer the questions as they relate to the specific class stated on the following page.

After you have completed this questionnaire, please return it in the enclosed postage-paid, return envelope to:

Alexander Grant & Company
Midwest Plaza Building
801 Nicollet Mall
Minneapolis, MN 55402

Please return the completed questionnaire by _____.

Thank you for taking the time to respond to this questionnaire. Your input is greatly appreciated.

2. How did the completion of this class or series of classes affect the amount of money you were making before taking the class?

- ☐ a. I was not working before I took this class -- it helped me to get a job.
- ☐ b. I received a raise in pay because I completed this class.
- ☐ c. I did receive a raise in pay; however, I do not know what affect this class had on the amount of the raise.
- ☐ d. I got a better paying job with a new employer.
- ☐ e. It did not directly affect how much I made as it was a requirement for me to keep my job.
- ☐ f. It did not affect how much I was making from my job.
- ☐ g. This class was not related to my work and therefore did not affect how much I made.

3. How soon after you completed this class or series of classes did it improve your work situation?

- ☐ a. Immediately
- ☐ b. 1 to 6 months later
- ☐ c. 6 months to 1 year later
- ☐ d. More than 1 year later
- ☐ e. It has not yet helped
- ☐ f. This class was not related to my work

4. Did anyone else pay for any part of your student fees?

- ☐ a. No -- I paid all of them.
- ☐ b. Yes -- WIN, CETA, DVR, or another governmental agency.
- ☐ c. Yes -- my employer.

NOTE: IF YOU MARKED "C" ABOVE IN QUESTION 4, PLEASE ANSWER QUESTIONS 5, 6, 7, AND 8. OTHERWISE (IF YOU MARKED "A" OR "B") SKIP QUESTIONS 5 THROUGH 8 AND GO TO QUESTION 9.

5. What part of the student fees for this class did your employer pay?

- ☐ a. 25% or less
- ☐ b. 26% to 50%
- ☐ c. 51% to 75%
- ☐ d. 76% to 99%
- ☐ e. All
- ☐ f. I don't recall how much was paid.

6. Would you have taken this class if your employer had not paid for any of the student fees?

- ☐ a. Yes
- ☐ b. No
- ☐ c. Not Sure

7. When did your employer pay the student fees?

- ☐ a. When I enrolled.
- ☐ b. After I had enrolled.
- ☐ c. After I had successfully completed the class.

8. Did your employer pay for anything more than your student fees while you were taking this class?

- ☐ a. No
- ☐ b. Yes -- If yes, please describe _____

9. How did your employer influence your taking this class?

- ☐ a. This class was not related to my employer's business.
- ☐ b. My employer required me to take this class.
- ☐ c. My employer suggested that I take this class.
- ☐ d. My employer mentioned that classes might be available.
- ☐ e. My employer did not influence my taking this class -- it was my decision.
- ☐ f. I was self-employed.
- ☐ g. I was not employed.

10. How did you find out about Adult Vocational Education classes?

- ☐ a. From my employer or supervisor.
 - ☐ b. From people who had taken classes.
 - ☐ c. From other people who knew about these classes.
 - ☐ d. From promotional materials from the school.
 - ☐ e. Other -- please describe _____
- _____
- _____

11. Before taking this class had you ever taken any other Adult Vocational classes that were work related?

- ☐ a. Yes
- ☐ b. No
- ☐ c. I don't know

12. If you answered question 11 "Yes" please answer the following:

A. How did that class or classes effect your work?

- ☐ a. It helped me to get my present job.
- ☐ b. It has helped me to do better in my present job.
- ☐ c. It did not help in my present job.
- ☐ d. It was part of a series of classes for a future job.
- ☐ e. It was related to a job that I used to have.

B. What part of the costs of that class did your employer pay?

- ☐ a. All
- ☐ b. Part
- ☐ c. None
- ☐ d. I don't remember.

13. Have you taken any other Adult Vocational Education classes since completing the one referred to in this questionnaire?

- ☐ a. Yes, more classes were required by the program that I was in.
- ☐ b. Yes, although more classes were not required, I wanted to take more to better my job or position.
- ☐ c. Yes, however, the class was not related to my job.
- ☐ d. Yes, I was required to take classes periodically in order to renew my license.
- ☐ e. No, I did not need to take any more classes.
- ☐ f. Definitely no, it was not worth either the time or money.
- ☐ g. I don't remember.
- ☐ h. Other -- please describe _____

14. Do you have any plans for taking other Adult Vocational Education classes in the future?

- ☐ a. Yes, more classes are required by the program that I am in.
- ☐ b. Yes, although more classes are not required, I want to take more to better my job or position.
- ☐ c. Yes, however, the class will not be related to my job.
- ☐ d. Yes, I am required to take classes periodically in order to renew my license.
- ☐ e. I have no plans now to take more classes.
- ☐ f. Definitely not -- it is not worth either the time or money.
- ☐ g. I am not sure.
- ☐ h. Other -- please describe _____

15. Would you recommend Adult Vocational Education classes to a friend?

- ☐ a. Yes
- ☐ b. No
- ☐ c. Not sure

16. How successful was this class in providing you with the training or knowledge that you were seeking?

- ☐ a. The results of this class were excellent.
- ☐ b. The results of this class were very good.
- ☐ c. The results of this class were average.
- ☐ d. The results of this class were below average.
- ☐ e. The results of this class were poor.
- ☐ f. I was quite dissatisfied with the results of this class.
- ☐ g. I don't know.

17. Did you complete this class?

- ☐ a. Yes
- ☐ b. No

PART II

Please review the list of statements in question 17 and do the following:

- A. Place an "X" in the circle following any of the statements which explain why you enrolled in this class or series of classes. If the statement does not explain why, leave it blank. You may choose more than one answer.
- B. After you have completed step A, then rank only the statements which you marked with an "X" in the order of their importance to you. For example, your most important reason for taking this class would be 1, your second most important reason would be 2, and so on until you have ranked all of the statements where you placed an "X".

18. I took this class or series of classes because:

- | | | |
|---|-----------------------|--------------------------|
| a. It might qualify me for a promotion when I completed it. | ☐ | ☐ |
| b. It might qualify me for a raise in pay when I completed it. | ☐ | ☐ |
| c. It would help me to do my then current job better. | ☐ | ☐ |
| d. It would help me get a different job. | ☐ | ☐ |
| e. I was self-employed, and it would help me in my line of work. | ☐ | ☐ |
| f. This class was necessary to fulfill the requirements to obtain or renew my license. | ☐ | ☐ |
| g. The completion of this class might strengthen my job security. | ☐ | ☐ |
| h. It would help me to get a job. | ☐ | ☐ |
| i. It was a necessary part of my apprenticeship program. | ☐ | ☐ |
| j. It would give me skills in an entirely new area. | ☐ | ☐ |
| k. My employer <u>required</u> me to take this class. | ☐ | ☐ |
| l. My employer <u>encouraged</u> me to take this class. | ☐ | ☐ |
| m. My employer paid part or all of the student fees. | ☐ | ☐ |
| n. It was an area in which I was personally interested that was not directly related to my job. | ☐ | ☐ |
| o. Other -- please describe _____ | ☐ | ☐ |

PART III

In the following section, please check the one answer which you feel is most appropriate. Also, please write your comments, where appropriate, so that your answer can be better understood.

19. Was the length of this class adequate to cover the materials?

- ☐ a. About right
- ☐ b. Too short
- ☐ c. Too long
- ☐ d. I don't recall

Please comment _____

20. Did you feel that this class gave you the training or knowledge which you were seeking?

- ☐ a. Yes
- ☐ b. No
- ☐ c. Unsure
- ☐ d. I don't recall

Please comment _____

21. Do you feel that improvements need to be made in the way that this class was taught?

- ☐ a. Yes
- ☐ b. No
- ☐ c. Unsure
- ☐ d. I don't recall

Please comment _____

22. Could the subject matter have been presented in a way that would have been more applicable to your job?

- ☐ a. Yes
- ☐ b. No
- ☐ c. Unsure
- ☐ d. The class was not applicable to my job.
- ☐ e. I don't recall

Please comment _____

23. Was the location of this class convenient for you?

- ☐ a. Yes
- ☐ b. No -- if no, please briefly state why _____
- ☐ c. I don't recall

24. Was the time of day at which the class was offered convenient for you?

- ☐ a. Yes
- ☐ b. No -- if no, please briefly state why _____
- ☐ c. I don't recall

25. Are there any other classes you would like to see offered which would help you in your present or future employment?

- ☐ a. No
 - ☐ b. Yes -- if yes, please describe _____
- _____
- _____

26. Have you ever been unable to take a class you wanted because it was not available to you?

- ☐ a. No
- ☐ b. Yes, because the class was already full when I enrolled.
- ☐ c. Yes, because the class was cancelled due to low enrollment.

If yes, what was the class (or classes)? _____

NOTE: PLEASE ANSWER QUESTIONS 27, 28, AND 29 ONLY IF THIS CLASS OR SERIES OF CLASSES WAS RELATED TO YOUR WORK.

27. Did the raise in pay and/or the job promotion which you expected as a result of completing this class or series of classes take place?

- ☐ a. Yes
☐ b. No
☐ c. I did not expect a raise in pay or a job promotion.

If NO, please briefly state why _____

28. Are you now working in the kind of job for which this class or series of classes prepared you?

- ☐ a. Yes
☐ b. No

If NO, please briefly state why _____

29. a. What is the title of your current job? _____

b. How long have you had this job? _____

c. How long have you been in this type of work? _____

d. For what new job did this class or series of classes make you eligible? _____

e. How did this class or series of classes fit into an overall plan for your job development? _____

Thank you for your cooperation

EXHIBIT D

TABULATION OF CURRENT STUDENT RESPONSES

The data contained in the following exhibit is a tabulation of responses to the questionnaire contained in Exhibit B. In addition to the response choices, the following were included:

- "NR" -- No Response (The respondent did not provide an answer to this question)
- "IR" -- Invalid Response (The respondent gave an answer which was not usable, i.e., two or more responses to a question where only one was acceptable)

EXHIBIT D

TABULATION OF CURRENT STUDENT RESPONSES

1 of 8

Question Number	Response Choices	Total Current Student Population		Responses by Category											
				1		2		3		4		5		6	
				Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Home Economics	
		Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
1	a.	19	3.7	-	-	5	6.0	7	8.9	-	-	2	2.0	5	4.5
	b.	19	3.7	1	1.3	5	6.0	11	13.9	-	-	-	-	2	1.8
	c.	184	36.3	8	10.1	37	44.7	18	20.3	40	48.0	31	44.3	52	47.3
	d.	27	5.3	-	-	5	6.0	8	10.1	5	6.7	2	2.9	7	6.4
	e.	20	3.9	1	1.3	2	2.4	11	13.9	2	2.3	1	1.4	3	2.7
	f.	72	14.2	49	62.0	-	-	1	1.3	14	16.1	4	5.7	4	3.6
	g.	23	4.5	-	-	3	3.6	-	-	1	1.1	15	21.4	4	3.6
	h.	17	3.3	-	-	1	1.3	-	-	-	-	7	10.0	9	8.2
	i.	42	8.3	3	3.6	13	15.7	8	10.1	11	12.7	1	1.4	6	5.5
	j.	69	13.6	15	19.0	9	10.8	15	19.0	12	13.8	7	10.0	11	10.0
	NH	15	3.0	2	2.5	2	2.4	2	2.5	2	2.3	-	-	7	6.4
	IR	1	0.2	-	-	1	1.3	-	-	-	-	-	-	-	-
Totals		508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
2	a.	36	7.0	-	-	8	9.6	15	19.0	-	-	2	2.9	11	10.0
	b.	36	7.0	6	7.6	5	6.0	1	1.3	4	4.6	15	21.4	5	4.5
	c.	107	21.1	36	45.6	8	9.6	12	15.1	21	24.1	13	18.6	17	15.5
	d.	27	5.3	2	2.5	2	2.4	1	1.3	1	1.1	11	15.7	10	9.1
	e.	141	27.8	7	8.9	39	47.1	19	24.1	24	27.6	16	22.9	36	32.7
	f.	73	14.4	10	12.7	8	9.6	6	7.6	24	27.6	8	11.4	17	15.5
	g.	77	15.2	13	16.5	12	14.5	34	40.3	11	12.6	5	7.1	12	10.9
	NH	11	2.2	5	6.2	1	1.3	1	1.3	2	2.4	-	-	2	1.8
Totals		508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
3	a.	240	47.3	42	53.2	44	53.0	16	20.3	41	47.2	42	60.0	55	50.0
	b.	60	11.8	4	5.1	11	13.3	20	25.3	10	11.5	9	12.9	6	5.5
	c.	52	10.2	5	6.3	5	6.0	12	15.1	13	14.9	6	8.6	11	10.0
	d.	41	8.1	8	10.1	3	3.6	7	8.9	5	5.7	6	8.6	12	10.9
	e.	22	4.3	-	-	8	9.6	1	1.3	3	3.4	1	1.4	9	8.2
	f.	77	15.2	14	17.7	11	13.3	22	27.6	13	13.9	5	7.1	13	11.8
	g.	16	3.1	6	7.6	1	1.2	1	1.3	3	3.4	1	1.4	4	3.6
Totals		508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0

CURRENT STUDENT RESPONSES -- CONTINUED

2 of 8

		Responses by Category													
		Total Current Student Population		1		2		3		4		5		6	
				Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Home Economics	
Question Number	Response Choices	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
4	a.	319	62.8	74	93.7	48	57.8	61	77.2	48	55.2	42	60.0	46	41.8
	b.	11	2.2	1	1.3	2	2.4	3	3.5	1	1.1	3	4.3	2	1.8
	c.	173	34.0	2	2.5	33	39.8	16	19.6	38	43.7	24	34.3	61	55.5
	NR	4	0.8	2	2.5	-	-	1	1.3	-	-	1	1.4	-	-
	IR	1	0.2	-	-	-	-	-	-	-	-	-	-	1	0.9
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	75	100.0	110	100.0
5	a.	10	2.0	-	-	1	1.2	1	1.3	2	2.3	2	2.9	4	3.6
	b.	3	0.6	-	-	-	-	1	1.3	-	-	-	-	2	1.8
	c.	5	1.0	-	-	1	1.2	1	1.3	-	-	3	4.3	-	-
	d.	4	0.8	-	-	-	-	3	3.5	2	2.3	-	-	-	-
	e.	159	31.2	3	3.8	32	38.6	11	13.6	36	41.4	18	25.7	30	27.3
	f.	2	0.4	-	-	-	-	-	-	-	-	2	2.9	-	-
	NR	324	63.8	76	96.2	49	59.0	63	79.8	46	52.9	45	64.3	45	40.9
	IR	1	0.2	-	-	-	-	-	-	1	1.1	-	-	-	-
Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	75	100.0	110	100.0	
6	a.	95	18.7	3	3.8	15	18.1	12	15.2	18	20.7	17	24.2	30	27.3
	b.	32	6.3	-	-	6	7.2	3	3.8	7	8.0	2	2.9	14	12.7
	c.	58	11.4	-	-	13	15.7	3	3.8	15	17.3	6	8.6	21	19.1
	NR	323	63.6	76	96.2	49	59.0	61	77.2	47	54.0	45	64.3	45	40.9
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	75	100.0	110	100.0
7	a.	100	19.7	2	2.5	26	31.2	4	5.1	14	16.1	9	12.9	45	40.9
	b.	20	3.9	-	-	-	-	1	1.3	11	12.6	1	1.4	7	6.4
	c.	56	11.0	1	1.3	6	7.3	11	13.9	13	14.9	14	20.0	11	10.0
	NR	332	65.4	76	96.2	51	61.4	63	79.7	49	56.4	46	65.7	47	43.7
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	75	100.0	110	100.0
8	a.	122	24.0	3	3.8	22	26.5	16	20.2	23	26.4	15	21.4	43	39.1
	b.	61	12.0	-	-	11	13.3	1	1.3	18	20.7	10	14.3	21	19.1
	NR	323	63.6	75	94.9	50	60.2	62	78.5	46	52.9	45	64.3	45	40.9
	IR	2	0.4	1	1.3	-	-	-	-	-	-	-	-	1	0.9
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	75	100.0	110	100.0

CURRENT STUDENT RESPONSES -- CONTINUED

3 of 8

Question Number	Response Choices	Total Current Student Population		Responses by Category											
				1		2		3		4		5		6	
				Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Farm Economics	
		Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
9	a.	40	7.9	7	8.9	7	8.4	10	12.7	8	9.9	2	2.9	8	7.3
	b.	33	6.5	-	-	7	8.4	-	-	3	3.4	14	20.0	9	8.2
	c.	64	12.6	2	2.5	14	16.9	4	5.1	13	14.9	7	10.0	24	21.8
	d.	32	6.3	-	-	3	3.6	1	1.3	10	11.5	4	5.7	14	12.7
	e.	182	35.8	8	10.1	36	43.4	34	43.0	38	43.8	36	51.4	30	27.3
	f.	74	14.6	52	65.8	-	-	1	1.3	13	14.9	2	2.9	6	5.5
	g.	59	11.6	4	5.1	13	15.7	23	29.1	3	3.4	2	2.9	14	12.7
	NH	23	4.5	6	7.6	3	3.6	5	6.2	1	1.2	3	4.2	5	4.5
	IR	1	0.2	-	-	-	-	1	1.3	-	-	-	-	-	-
Totals		508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
10	a.	161	19.9	3	3.8	21	25.4	2	2.5	21	24.2	16	22.9	38	34.5
	b.	52	10.3	12	15.2	10	12.0	12	15.3	4	4.6	8	11.4	6	5.5
	c.	54	10.6	17	21.5	8	9.7	9	11.4	6	6.9	7	10.0	7	6.4
	d.	211	41.5	37	46.8	28	33.7	37	46.8	44	50.6	25	35.7	40	36.4
	e.	61	12.0	6	7.6	9	10.8	17	21.5	9	10.3	9	12.9	11	10.0
	NH	29	5.7	4	5.1	7	8.4	2	2.5	3	3.4	5	7.1	8	7.2
Totals		508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
11	a.	191	37.6	26	32.9	30	36.1	24	30.4	20	23.0	33	47.2	58	52.8
	b.	301	59.2	49	62.1	50	60.3	54	68.4	63	72.4	36	51.4	49	44.5
	c.	6	1.2	2	2.5	1	1.2	-	-	2	2.3	1	1.4	-	-
	NH	8	1.6	2	2.5	2	2.4	1	1.2	2	2.3	-	-	1	0.9
	IR	2	0.4	-	-	-	-	-	-	-	-	-	-	2	1.8
Totals		508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
12a	a.	22	4.3	4	5.1	4	4.8	3	3.8	2	2.2	5	7.1	4	3.6
	b.	120	23.6	15	19.0	20	24.2	10	12.7	14	16.1	19	27.1	42	38.3
	c.	15	3.0	2	2.5	-	-	4	5.1	2	2.2	3	4.4	4	3.6
	d.	16	3.2	1	1.2	3	3.6	5	6.2	-	-	2	2.9	5	4.5
	e.	24	4.7	4	5.1	5	6.0	3	3.8	5	5.9	5	7.1	2	1.8
	NH	311	61.2	53	67.1	51	61.4	54	68.4	64	73.6	36	51.4	53	48.2
Totals		508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0

CURRENT STUDENT RESPONSES -- CONTINUED

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Question Number	Response Choices	Total Current Student Population		Responses by Category											
				1		2		3		4		5		6	
				Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Home Economics	
		Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
12b	a.	77	15.1	5	6.2	12	14.5	7	8.9	8	9.3	13	18.6	32	29.1
	b.	11	2.2	1	1.3	2	2.4	2	2.5	1	1.1	2	2.9	3	2.7
	c.	107	21.1	10	12.1	19	23.0	16	20.2	13	14.9	19	27.1	21	19.1
	NR	312	61.4	54	68.4	50	60.2	54	68.4	65	74.7	36	51.4	53	47.4
	IR	1	0.2	-	-	-	-	-	-	-	-	-	-	1	0.9
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
13	a.	54	10.6	2	2.5	7	8.4	5	6.3	-	-	11	15.7	29	26.3
	b.	140	29.2	26	32.9	21	25.3	22	27.8	31	35.6	25	35.7	23	20.9
	c.	54	10.6	9	11.4	8	9.6	15	19.0	9	10.3	7	10.0	6	5.5
	d.	17	3.3	-	-	4	4.8	-	-	1	1.1	2	2.9	10	9.1
	e.	71	14.0	12	15.2	14	16.9	12	15.2	10	20.7	7	10.0	8	7.3
	f.	3	0.6	-	-	1	1.3	1	1.3	-	-	1	1.4	-	-
	g.	115	22.6	20	25.3	22	26.5	18	22.8	22	25.3	10	14.3	23	20.9
	h.	31	6.1	9	11.4	4	4.8	8	7.6	4	4.6	2	2.9	6	5.5
	NR	15	3.0	1	1.3	2	2.4	-	-	2	2.4	5	7.1	5	4.5
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
14	a.	471	92.7	74	93.7	80	96.4	75	94.9	77	88.5	58	82.9	107	97.3
	b.	9	1.8	1	1.3	-	-	1	1.3	2	2.3	5	7.1	-	-
	c.	25	4.9	3	3.7	3	3.6	3	3.8	8	9.2	6	8.6	2	1.8
	NR	2	0.4	1	1.3	-	-	-	-	-	-	1	1.4	-	-
	IR	1	0.2	-	-	-	-	-	-	-	-	-	-	1	0.9
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
15	a.	123	24.2	24	30.4	31	37.3	15	19.0	12	14.9	16	22.9	24	21.9
	b.	230	46.9	39	49.4	33	39.8	38	48.1	40	46.0	28	40.0	60	54.5
	c.	98	19.2	10	12.6	10	12.0	20	25.3	21	24.1	16	22.9	21	19.1
	d.	5	1.0	-	-	-	-	-	-	2	2.4	2	2.8	1	0.9
	e.	1	0.2	-	-	-	-	-	-	-	-	1	1.4	-	-
	f.	15	3.0	3	3.8	3	3.6	1	1.3	4	4.6	3	4.3	1	0.9
	g.	24	4.7	2	2.5	5	6.0	5	6.3	6	6.9	3	4.3	3	2.7
	NR	4	0.8	1	1.3	1	1.3	-	-	1	1.1	1	1.4	-	-
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0

CURRENT STUDENT RESPONSES - CONTINUED

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Question Number	Response Choices	Total Current Student Population		Responses by Category											
				1		2		3		4		5		6	
				Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Home Economics	
		Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
16	a.	371	73.0	41	51.9	71	85.5	73	92.4	50	67.8	49	70.0	78	70.9
	b.	27	5.3	2	2.5	5	6.0	4	5.1	12	13.8	3	4.3	1	0.9
	c.	107	21.1	36	45.6	7	8.5	2	2.5	15	17.3	17	24.3	30	27.3
	NR	2	0.4	-	-	-	-	-	-	1	1.1	1	1.4	-	-
	IR	1	0.2	-	-	-	-	-	-	-	-	-	-	1	0.9
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
17 first choice	a.	11	2.2	-	-	1	1.2	4	5.1	-	-	3	4.3	3	2.7
	b.	17	3.3	-	-	1	1.2	3	3.8	2	2.3	4	5.7	7	6.4
	c.	151	29.7	8	10.1	26	31.4	14	17.6	39	44.8	25	35.7	39	35.5
	d.	32	6.3	1	1.3	4	4.8	15	19.0	4	4.6	4	5.7	4	3.6
	e.	62	12.2	47	59.5	-	-	-	-	9	10.4	2	2.9	4	3.6
	f.	20	3.9	-	-	1	1.2	1	1.3	-	-	7	10.0	11	10.0
	g.	13	2.6	1	1.3	3	3.7	1	1.3	2	2.3	2	2.9	4	3.6
	h.	23	4.5	-	-	5	6.0	13	16.5	-	-	1	1.4	4	3.6
	i.	13	2.6	-	-	2	2.4	-	-	-	-	8	11.4	3	2.7
	j.	36	7.1	-	-	10	12.0	8	10.1	8	9.2	3	4.3	7	6.4
	k.	13	2.6	-	-	3	3.7	1	1.3	3	3.4	3	4.3	3	2.7
	l.	13	2.6	-	-	-	7.2	2	2.5	2	2.3	1	1.4	2	1.8
	m.	4	0.8	-	-	-	-	-	-	1	1.2	-	-	3	2.7
	n.	55	10.8	15	19.0	9	10.8	12	15.1	6	6.9	4	5.7	9	8.3
	o.	25	4.9	5	6.3	7	8.4	4	5.1	6	6.9	2	2.9	1	0.9
	NR	20	3.9	2	2.5	5	6.0	1	1.3	5	5.7	1	1.4	6	5.5
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0

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CURRENT STUDENT RESPONSES -- CONTINUED

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Question Number	Response Choices	Total Current Student Population	
		Number of Responses	Percent
17 second choice	a.	27	5.3
	b.	28	5.5
	c.	79	15.6
	d.	33	6.5
	e.	18	3.5
	f.	18	3.5
	g.	47	9.2
	h.	8	1.6
	i.	9	1.8
	j.	46	9.1
	k.	8	1.6
	l.	21	4.1
	m.	26	5.1
	n.	25	4.9
	o.	9	1.8
	NR	105	20.7
	IR	1	0.2
Totals		508	100.0

Question Number	Response Choices	Total Current Student Population	
		Number of Responses	Percent
17 third choice	a.	15	3.0
	b.	24	4.7
	c.	35	6.8
	d.	23	4.5
	e.	4	0.8
	f.	13	2.6
	g.	40	7.9
	h.	8	1.6
	i.	5	1.0
	j.	23	4.5
	k.	5	1.0
	l.	28	5.5
	m.	23	4.5
	n.	14	2.8
	o.	3	0.6
	NR	244	48.0
	IR	1	0.2
Totals		508	100.0

Question 17 asked students to select all applicable responses and to rank them in order of importance. "First choice" is a tabulation of responses rated as most important. "Second choice" and "third choice" likewise are tabulations of the second and third most important responses; however, the distribution by category is not included.

Question Number	Response Choices	Total Current Student Population		Responses by Category							
				1	2	3	4	5	6		
		Number of Responses	Percent	Agriculture Number of Responses Percent	Health Occupations Number of Responses Percent	Business and Office Number of Responses Percent	Distributive Education Number of Responses Percent	Trade, Industrial, and Technical Number of Responses Percent	Occupational Home Economics Number of Responses Percent		
18	a.	365	71.9	60	75.9	87	80.7	49	67.1	50	57.5
	b.	98	19.3	13	16.5	14	16.0	29	35.4	22	25.3
	c.	21	4.1	-	-	1	1.2	-	-	7	8.0
	NR	24	4.7	6	7.6	1	1.2	2	2.5	8	9.2
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0
19	a.	461	90.7	73	92.4	80	96.4	73	92.4	70	90.5
	b.	15	3.0	-	-	2	2.4	1	1.3	4	5.0
	c.	28	5.5	5	6.3	1	1.2	4	5.0	10	11.5
	NR	4	0.8	1	1.3	-	-	1	1.3	1	1.1
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0

CURRENT STUDENT RESPONSES -- CONTINUED

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		Responses by Category													
		Total Current Student Population		1		2		3		4		5		6	
				Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Home Economics	
Question Number	Response Choices	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
20	a.	142	28.0	17	21.5	13	15.6	24	30.3	30	34.5	30	42.9	28	25.5
	b.	281	55.2	46	58.2	57	68.7	44	55.7	44	50.6	33	47.1	57	51.8
	c.	78	15.4	15	19.0	12	14.5	7	8.9	13	14.9	7	10.0	24	21.8
	NR	7	1.4	1	1.3	1	1.2	4	5.1	-	-	-	-	1	0.9
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
21	a.	65	12.8	4	5.1	7	8.4	9	11.4	11	12.7	18	25.7	16	14.5
	b.	280	55.0	52	65.8	50	60.5	36	45.6	47	54.0	31	44.3	58	52.7
	c.	79	15.6	11	13.9	8	9.6	13	16.5	16	18.4	14	20.0	17	15.5
	d.	69	13.6	9	11.4	11	13.3	16	20.3	10	11.5	6	8.6	17	15.5
	NR	15	3.0	3	3.8	1	1.2	5	6.2	3	3.4	1	1.4	2	1.8
Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0	
22	a.	452	89.0	71	89.9	68	81.9	74	93.7	81	96.6	61	87.1	94	85.5
	b.	53	10.4	8	10.1	13	15.7	5	6.3	3	3.4	9	12.9	15	13.6
	NR	3	0.6	-	-	2	2.4	-	-	-	-	-	-	1	0.9
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
23	a.	486	95.7	77	97.4	79	95.2	76	96.2	82	94.3	64	91.4	108	98.2
	b.	20	3.9	1	1.3	3	3.6	3	3.8	5	5.7	6	8.6	2	1.8
	NR	2	0.4	1	1.3	1	1.2	-	-	-	-	-	-	-	-
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
24	a.	256	50.4	38	48.1	41	49.4	45	57.0	39	44.8	30	42.9	63	57.3
	b.	195	38.4	34	43.0	37	44.6	27	34.1	33	37.9	30	42.9	34	30.9
	NR	56	10.0	7	8.9	5	6.0	7	8.9	14	16.2	10	14.2	13	11.8
	IR	1	1.2	-	-	-	-	-	-	1	1.1	-	-	-	-
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0
25	a.	398	78.4	61	77.2	73	88.0	63	79.7	70	80.5	49	70.0	82	74.5
	b.	33	6.5	5	6.3	5	6.0	5	6.3	6	6.9	5	7.1	7	6.4
	c.	51	10.0	7	8.9	4	4.8	7	8.9	6	6.9	13	18.6	14	12.7
	NR	26	5.1	6	7.6	1	1.2	4	5.1	5	5.7	3	4.3	7	6.4
	Totals	508	100.0	79	100.0	83	100.0	79	100.0	87	100.0	70	100.0	110	100.0

CURRENT STUDENT RESPONSES -- CONTINUED

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Question Number	Response Choices	Total Current Student Population	
		Number of Responses	Percent
26b	Number of Years		
	0	183	36.0
	1	113	22.3
	2-3	94	18.5
	4-5	43	8.4
	6-10	43	8.4
	10+	32	6.4
Totals		508	100.0

Question Number	Response Choices	Total Current Student Population	
		Number of Responses	Percent
26c	Number of Years		
	0	194	38.2
	1	54	10.6
	2-3	71	14.0
	4-5	50	11.6
	6-10	73	14.3
	10+	57	11.3
Totals		508	100.0

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EXHIBIT E
TABULATION OF PAST STUDENT RESPONSES

The data contained in the following exhibit is a tabulation of responses to the questionnaire contained in Exhibit C. In addition to the response choices, the following were included:

- "NR" -- No Response (The respondent did not provide an answer to this question)
- "IR" -- Invalid Response (The respondent gave an answer which was not usable, i.e., two or more responses to a question where only one was acceptable)

EXHIBIT E

TABULATION OF PAST STUDENT RESPONSES

1 of 8

Question Number	Response Choices	Total Past Student Population		Responses by Category											
				1		2		3		4		5		6	
		Number of Responses	Percent	Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Hom. Economics	
				Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
1	a.	4	1.2	-	-	1	1.8	1	2.6	-	-	-	-	2	2.0
	b.	14	4.0	2	4.7	4	7.1	6	15.8	-	-	-	-	2	2.0
	c.	157	45.2	7	16.2	31	55.3	7	18.4	35	62.5	21	38.8	56	56.0
	d.	8	2.3	-	-	3	5.4	3	7.9	-	-	-	-	2	2.0
	e.	6	1.7	-	-	3	5.4	1	2.6	-	-	1	1.9	1	1.0
	f.	35	10.1	22	51.2	-	-	2	5.3	8	14.2	2	3.7	1	1.0
	g.	7	2.0	-	-	-	-	-	-	-	-	6	11.1	1	1.0
	h.	17	4.9	-	-	-	-	-	-	-	-	6	11.1	11	11.0
	i.	21	6.1	3	7.0	7	12.5	3	7.9	3	5.4	1	1.9	4	4.0
	j.	56	16.1	8	18.6	7	12.5	13	34.2	9	16.1	10	18.5	9	9.0
	NR	22	6.4	1	2.3	-	-	2	5.3	-	1.8	7	13.0	11	11.0
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
2	a.	14	4.0	-	-	3	5.4	6	15.8	-	-	1	1.9	4	4.0
	b.	16	4.6	-	-	7	12.5	-	-	1	1.8	6	11.1	2	2.0
	c.	29	8.4	-	-	6	10.7	3	7.9	2	3.6	4	7.4	14	14.0
	d.	9	2.6	1	2.3	3	5.3	-	-	-	-	1	1.9	4	4.0
	e.	21	6.1	-	-	1	1.8	-	-	1	1.8	4	7.4	15	15.0
	f.	166	47.8	23	53.5	26	46.4	13	34.2	35	62.5	27	50.0	42	42.0
	g.	68	19.6	11	25.6	7	12.5	15	39.5	13	23.2	10	18.4	12	12.0
	NR	24	6.9	8	18.6	3	5.4	1	2.6	4	7.1	1	1.9	7	7.0
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
3	a.	135	38.9	16	37.2	25	44.7	9	23.7	23	41.1	27	50.0	35	35.0
	b.	28	8.1	3	7.0	6	10.7	1	2.6	6	10.7	5	9.2	7	7.0
	c.	20	5.8	1	2.3	4	7.1	3	7.9	4	7.1	3	5.6	5	5.0
	d.	14	4.0	2	4.7	2	3.6	2	5.3	-	-	-	-	8	8.0
	e.	49	14.1	5	11.6	4	7.1	2	5.3	10	17.9	6	11.1	22	22.0
	f.	75	21.6	11	25.6	11	19.7	16	42.1	12	21.4	12	22.2	13	13.0
	NR	26	7.5	5	11.6	4	7.1	5	13.1	1	1.8	1	1.9	10	10.0
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0

PAST STUDENT RESPONSES -- CONTINUED

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Question Number	Response Choices	Total Past Student Population		Responses by Category									
				1		2		3		4		5	
				Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical	
		Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
4	a.	173	49.8	35	81.4	25	44.6	28	73.6	22	39.1	27	50.0
	b.	12	3.5	1	2.3	2	3.6	2	5.3	1	1.8	2	3.7
	c.	158	45.5	6	14.0	27	48.2	8	21.1	33	58.9	25	46.3
	NR	4	1.2	1	2.3	2	3.6	-	-	-	-	-	-
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0
5	a.	8	2.3	1	2.3	1	1.8	1	2.6	2	3.6	2	3.7
	b.	-	-	-	-	-	-	-	-	-	-	-	-
	c.	-	-	-	-	-	-	-	-	-	-	-	-
	d.	1	0.3	-	-	-	-	-	-	-	-	1	1.8
	e.	152	43.8	6	14.0	28	46.4	9	23.7	35	62.5	22	40.7
	f.	9	2.6	-	-	2	3.6	-	-	-	-	2	3.7
	NR	177	51.0	36	83.7	27	48.2	28	73.7	19	33.9	27	50.0
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0
6	a.	94	27.1	7	16.3	21	37.5	8	21.0	13	23.2	20	37.0
	b.	39	11.2	1	2.3	7	12.5	-	-	14	25.0	2	3.7
	c.	44	12.7	1	2.3	2	3.6	2	5.3	10	17.9	6	11.1
	NR	170	49.0	34	79.1	26	46.4	28	73.7	19	33.9	26	48.2
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0
7	a.	117	33.7	2	4.7	19	33.9	3	7.9	26	46.4	14	25.9
	b.	15	4.3	-	-	3	5.4	3	7.9	3	5.4	3	5.6
	c.	29	8.4	4	9.3	6	10.7	3	7.9	4	7.1	8	14.8
	NR	185	53.3	37	86.0	28	50.0	29	76.3	23	41.1	29	53.7
	IR	1	0.3	-	-	-	-	-	-	-	-	-	-
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0
8	a.	112	32.3	6	14.0	20	35.7	6	15.8	26	46.4	20	37.0
	b.	53	15.3	2	4.6	8	14.3	3	7.9	9	16.1	7	13.0
	NR	180	51.9	35	81.4	28	50.0	29	76.3	21	37.5	27	50.0
	IR	2	0.5	-	-	-	-	-	-	-	-	-	-
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0

PAST STUDENT RESPONSES -- CONTINUED

3 of 8

		Total Past Stud. it Population		Responses by Category											
				1		2		3		4		5		6	
Question Number	Response Choices	Number of Responses	Percent	Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Home Economics	
				Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
9	a.	25	7.2	4	9.3	3	5.4	4	10.5	7	12.6	3	5.6	4	4.0
	b.	27	7.8	-	-	2	3.6	-	-	4	7.1	8	14.8	13	13.0
	c.	67	19.3	4	2.3	13	23.2	1	2.6	18	32.1	8	14.8	26	26.0
	d.	34	9.8	3	7.0	4	7.1	1	2.6	5	8.9	7	12.9	14	14.0
	e.	100	28.8	7	16.3	20	35.7	18	47.4	7	12.5	23	42.6	25	25.0
	f.	37	10.7	23	53.5	-	-	2	5.3	9	16.1	2	3.7	1	1.0
	g.	34	9.8	4	9.3	9	16.1	10	26.3	2	3.6	2	3.7	7	7.0
	NH	23	6.6	1	2.3	5	8.9	2	5.3	4	7.1	1	1.9	10	10.0
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
10	a.	104	30.0	2	4.7	18	32.2	-	-	21	37.5	10	18.5	53	53.0
	b.	24	6.9	8	18.6	3	5.4	-	-	2	3.6	4	7.4	7	7.0
	c.	23	6.6	2	4.7	5	8.9	3	7.9	4	7.1	4	7.4	5	5.0
	d.	124	35.7	20	46.5	18	32.1	27	71.1	10	34.0	20	37.0	20	20.0
	e.	36	10.4	6	13.9	7	12.5	6	15.8	6	10.7	7	13.0	4	4.0
	NH	36	10.4	5	11.6	5	8.9	2	5.2	4	7.1	9	16.7	11	11.0
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
11	a.	131	37.8	10	23.3	17	30.4	13	34.2	24	42.9	24	44.4	43	43.0
	b.	210	60.5	33	76.7	38	67.8	24	63.2	31	55.3	29	53.7	55	55.0
	c.	1	0.3	-	-	-	-	1	2.6	-	-	-	-	-	-
	NH	3	0.9	-	-	1	1.8	-	-	-	-	-	-	2	2.0
	IR	2	0.5	-	-	-	-	-	-	1	1.8	1	1.9	-	-
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
12a	a.	8	2.3	-	-	1	1.8	2	5.3	3	5.4	2	3.7	-	-
	b.	76	21.9	4	9.3	11	19.6	5	13.1	13	23.2	11	20.4	32	32.0
	c.	20	5.8	2	4.7	1	1.8	3	7.9	3	5.4	5	9.2	6	6.0
	d.	10	2.9	1	2.3	2	3.6	1	2.6	2	3.6	2	3.7	2	2.0
	e.	22	6.3	1	2.3	4	7.1	3	7.9	-	8.9	4	7.4	5	5.0
	NH	210	60.5	35	81.4	37	66.1	24	62.2	30	53.5	29	53.7	55	55.0
	IR	1	0.3	-	-	-	-	-	-	-	-	1	1.9	-	-
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0

PAST STUDENT RESPONSES -- CONTINUED

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		Responses by Category													
		Total Past Student Population		1		2		3		4		5		6	
				Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Home Economics	
Question Number	Response Choices	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
12b	a.	58	16.8	5	11.6	6	10.7	3	7.9	12	21.4	5	9.3	27	27.0
	b.	7	2.0	-	-	2	3.6	-	-	1	1.8	2	3.7	2	2.0
	c.	66	19.0	2	4.7	10	17.8	9	23.7	13	23.2	18	33.3	14	14.0
	d.	6	1.7	-	-	-	-	1	2.6	-	-	1	1.9	4	4.0
	NR	209	60.2	36	83.7	37	65.1	25	65.8	30	53.6	28	51.8	53	53.0
	IR	1	0.3	-	-	1	1.8	-	-	-	-	-	-	-	-
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
13	a.	31	8.9	-	-	4	7.1	-	-	2	3.6	-	-	25	25.0
	b.	66	19.0	4	9.3	8	14.3	5	13.2	14	25.0	9	16.7	26	26.0
	c.	39	11.2	4	9.3	8	14.3	7	18.4	6	10.7	6	11.1	8	8.0
	d.	6	1.7	1	2.3	1	1.8	-	-	1	1.8	-	-	3	3.0
	e.	126	36.4	24	55.8	22	39.3	17	44.7	12	21.4	32	59.2	19	19.0
	f.	6	1.7	1	2.3	-	-	1	2.6	2	3.6	-	-	2	2.0
	g.	2	0.6	-	-	-	-	-	-	-	-	-	-	2	2.0
	h.	51	14.7	7	16.3	11	19.6	6	15.8	15	26.8	6	11.1	6	6.0
	NR	20	5.8	2	4.7	2	3.6	2	5.3	4	7.1	1	1.9	9	9.0
Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0	
14	a.	23	6.7	1	2.3	2	3.6	-	-	1	1.8	-	-	19	19.0
	b.	63	18.2	8	18.6	8	14.3	7	18.4	9	16.1	8	14.8	23	23.0
	c.	30	8.6	5	11.6	2	3.6	3	7.9	5	8.9	7	13.0	8	8.0
	d.	16	4.6	-	-	8	14.3	-	-	-	-	1	1.8	7	7.0
	e.	81	23.3	14	32.6	11	19.6	10	26.3	16	28.6	15	27.8	15	15.0
	f.	1	0.3	-	-	-	-	-	-	-	-	-	-	1	1.0
	g.	87	25.1	10	23.3	16	28.6	13	34.3	11	19.6	19	35.2	18	18.0
	h.	32	9.2	4	9.3	6	10.7	4	10.5	12	21.4	3	5.6	3	3.0
	NR	14	4.0	1	2.3	3	5.3	1	2.6	2	3.6	1	1.8	6	6.0
Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0	
15	a.	320	92.2	42	97.7	53	94.6	35	92.1	49	87.5	50	92.6	91	91.0
	b.	3	0.9	-	-	1	1.8	-	-	-	-	-	-	2	2.0
	c.	23	6.6	1	2.3	2	3.6	3	7.9	7	12.5	4	7.4	6	6.0
	NR	1	0.3	-	-	-	-	-	-	-	-	-	-	1	1.0
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0

PAST STUDENT RESPONSES -- CONTINUED

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Question Number	Response Choices	Total Past Student Population		Responses by Category											
				1		2		3		4		5		6	
				Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Home Economics	
		Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
16	a.	90	25.9	17	39.6	19	33.9	10	26.3	11	19.6	14	25.8	19	19.0
	b.	129	37.2	16	37.2	24	42.8	14	36.8	16	28.6	16	29.6	43	43.0
	c.	86	24.8	6	14.0	8	14.3	7	18.4	18	32.1	16	29.6	31	31.0
	d.	6	1.7	1	2.3	-	-	2	5.3	2	3.6	1	1.9	-	-
	e.	5	1.4	1	2.3	-	-	-	-	1	1.8	3	5.6	-	-
	f.	10	2.9	-	-	1	1.8	2	5.3	3	5.4	3	5.6	1	1.0
	g.	13	3.8	1	2.3	2	3.6	2	5.3	4	7.1	-	-	4	4.0
	NR	8	2.3	1	2.3	2	3.6	1	2.6	1	1.8	1	1.9	2	2.0
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
17	a.	313	90.2	36	83.7	54	96.4	31	81.5	46	82.1	50	92.5	96	96.0
	b.	20	5.8	3	7.0	1	1.8	5	13.2	6	10.8	3	5.6	2	2.0
	NR	11	3.2	4	9.3	-	-	2	5.3	4	7.1	-	-	1	1.0
	IR	3	0.8	-	-	1	1.8	-	-	-	-	1	1.9	1	1.0
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
18 first choice	a.	9	2.6	-	-	1	1.8	1	2.6	3	5.4	1	1.9	3	3.0
	b.	2	0.6	-	-	-	-	-	-	-	-	-	-	2	2.0
	c.	110	31.7	8	18.6	24	42.8	7	18.4	15	26.7	21	38.8	35	35.0
	d.	7	2.0	-	-	-	-	4	10.5	1	1.7	1	1.9	1	1.0
	e.	31	8.9	19	41.2	-	-	2	5.3	7	12.5	2	3.7	1	1.0
	f.	22	6.3	-	-	3	5.4	-	-	-	-	3	5.5	16	16.0
	g.	12	3.5	-	-	4	7.1	2	5.3	3	5.4	2	3.7	1	1.0
	h.	10	2.9	-	-	-	-	9	23.7	-	-	-	-	1	1.0
	i.	10	2.9	-	-	-	-	-	-	-	-	7	13.0	3	3.0
	j.	19	5.5	1	2.3	8	14.3	2	5.3	3	5.4	2	3.7	3	3.0
	k.	10	2.9	-	-	2	3.6	-	-	2	3.6	-	-	6	6.0
	l.	16	4.6	-	-	1	1.8	-	-	7	12.5	1	1.9	7	7.0
	m.	3	0.9	-	-	1	1.8	-	-	1	1.7	-	-	1	1.0
	n.	48	13.8	9	20.9	5	8.9	7	18.4	9	16.1	9	16.6	9	9.0
	o.	13	3.7	2	4.7	6	10.7	2	5.3	2	3.6	1	1.9	-	-
	NR	25	7.2	4	9.3	1	1.8	2	5.3	3	5.4	4	7.4	11	11.0
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0

PAST STUDENT RESPONSES -- CONTINUED

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Question Number	Response Choices	Total Past Student Population	
		Number of Responses	Percent
18 second choice	a.	9	2.6
	b.	14	4.0
	c.	62	17.8
	d.	11	3.2
	e.	7	2.0
	f.	10	2.9
	g.	32	9.2
	h.	9	2.6
	i.	4	1.2
	j.	33	9.5
	k.	3	0.9
	l.	28	8.0
	m.	18	5.2
	n.	10	2.9
	o.	3	0.9
	NR	94	27.1
Totals		347	100.0

Question Number	Response Choices	Total Past Student Population	
		Number of Responses	Percent
18 third choice	a.	11	3.2
	b.	21	6.1
	c.	15	4.3
	d.	13	3.7
	e.	2	0.6
	f.	7	2.0
	g.	14	4.0
	h.	2	0.6
	i.	3	0.9
	j.	10	2.8
	k.	4	1.2
	l.	23	6.6
	m.	37	10.7
	n.	10	2.8
	o.	3	0.9
	NR	172	49.6
Totals		347	100.0

Question 18 asked students to select all applicable responses and to rank them in order of importance. "First choice" is a tabulation of responses rated as most important. "Second choice" and "third choice" likewise are tabulations of the second and third most important responses; however, the distribution by category is not included.

Question Number	Response Choices	Total Past Student Population		Responses by Category											
				1		2		3		4		5		6	
		Number of Responses	Percent	Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Home Economics	
19	a.	253	72.9	27	62.8	43	76.8	26	68.4	34	60.7	38	70.3	85	85.0
	b.	47	13.6	8	18.5	8	14.2	7	18.4	7	12.5	10	18.5	7	7.0
	c.	15	4.3	-	-	3	5.4	2	5.3	6	10.7	4	7.4	-	-
	d.	16	4.6	2	4.7	1	1.8	1	2.6	6	10.7	1	1.9	5	5.0
	NR	16	4.6	8	14.0	1	1.8	2	5.3	3	5.4	1	1.9	3	3.0
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0

PAST STUDENT RESPONSES -- CONTINUED

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		Total Past Student Population		Responses by Category											
				1		2		3		4		5		6	
				Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Home Economics	
Question Number	Response Choices	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
20	a.	275	79.2	35	81.4	47	83.9	28	73.7	38	67.9	42	77.8	45	85.0
	b.	27	7.8	2	4.7	3	5.4	4	10.5	7	12.5	7	13.0	4	4.0
	c.	32	9.2	4	9.2	4	7.1	5	13.2	7	12.8	5	9.2	7	7.0
	d.	3	0.9	-	-	1	1.8	-	-	1	1.8	-	-	1	1.0
	NR	9	2.6	2	4.7	-	-	1	2.6	3	5.3	-	-	3	3.0
	IR	1	0.3	-	-	1	1.8	-	-	-	-	-	-	-	-
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
21	a.	82	23.7	7	16.3	13	23.1	7	18.4	19	33.9	16	29.6	20	20.0
	b.	191	55.0	28	65.1	35	62.5	24	63.2	24	42.9	31	57.4	49	49.0
	c.	44	12.7	5	11.6	3	5.4	4	10.5	8	14.3	5	9.3	19	19.0
	d.	13	3.7	-	-	2	3.6	2	5.3	1	1.8	2	3.7	6	6.0
	NR	17	4.9	3	7.0	3	5.4	1	2.6	4	7.1	-	-	8	6.0
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
22	a.	46	13.2	2	4.7	3	5.3	1	2.7	14	25.0	9	16.6	17	17.0
	b.	189	54.5	27	62.8	35	62.5	19	50.0	24	42.8	32	59.3	52	52.0
	c.	42	12.1	5	11.6	10	17.9	4	10.5	10	17.9	5	9.3	8	8.0
	d.	42	12.1	8	18.6	5	8.9	11	28.9	5	8.9	5	9.3	8	8.0
	e.	7	2.0	-	-	1	1.8	-	-	2	3.6	1	1.9	3	3.0
	NR	21	6.1	1	2.3	2	3.6	3	7.9	1	1.8	2	3.6	12	12.0
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
23	a.	315	90.8	39	90.6	51	91.1	37	97.4	52	92.9	48	88.9	48	88.0
	b.	24	6.9	2	4.7	5	8.9	-	-	4	7.1	6	11.1	7	7.0
	c.	1	0.3	-	-	-	-	-	-	-	-	-	-	1	1.0
	NR	7	2.0	2	4.7	-	-	1	2.6	-	-	-	-	4	4.0
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
24	a.	331	95.4	42	97.7	55	98.2	35	92.1	53	94.6	53	98.1	93	93.0
	b.	12	3.5	-	-	-	-	3	7.9	3	5.4	1	1.9	5	5.0
	c.	1	0.3	-	-	1	1.8	-	-	-	-	-	-	-	-
	NR	3	0.8	1	2.3	-	-	-	-	-	-	-	-	2	2.0
Totals		347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0

PAST STUDENT RESPONSES -- CONTINUED

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Question Number	Response Choices	Total Past Student Population		Responses by Category											
				1		2		3		4		5		6	
				Agriculture		Health Occupations		Business and Office		Distributive Education		Trade, Industrial, and Technical		Occupational Home Economics	
		Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
25	a.	175	50.4	25	58.1	23	41.1	18	47.3	26	46.4	35	64.8	48	48.0
	b.	108	31.1	11	25.6	24	42.9	12	31.6	18	32.2	15	27.8	28	28.0
	NR	63	18.2	7	16.3	8	14.2	8	21.1	12	21.4	4	7.4	24	24.0
	IR	1	0.3	-	-	1	1.8	-	-	-	-	-	-	-	-
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
26	a.	267	76.9	32	74.4	43	76.8	25	65.8	46	82.1	46	85.2	75	75.0
	b.	20	5.8	2	4.7	3	5.4	1	2.6	3	5.4	1	1.9	11	11.0
	c.	28	8.1	4	9.3	2	3.6	6	15.8	3	5.4	5	9.2	8	8.0
	NR	32	9.2	6	14.0	8	14.2	6	15.8	4	7.1	2	3.7	6	6.0
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
27	a.	51	14.7	3	7.0	11	19.6	5	13.2	3	5.4	17	31.5	12	12.0
	b.	38	11.0	1	2.3	5	8.9	1	2.6	8	14.2	4	7.4	19	19.0
	c.	132	38.0	13	30.2	23	41.1	10	26.3	29	51.8	17	31.5	40	40.0
	NR	125	36.0	26	60.5	17	30.4	21	55.3	16	28.6	16	29.6	29	29.0
	IR	1	0.3	-	-	-	-	1	2.6	-	-	-	-	-	-
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0
28	a.	177	51.0	18	41.8	26	46.4	12	31.6	27	48.2	32	59.2	62	62.0
	b.	61	17.6	2	4.7	17	30.4	5	13.2	13	23.2	7	13.0	17	17.0
	NR	109	31.4	23	53.5	13	23.2	21	55.2	16	28.6	15	27.8	21	21.0
	IR	1	0.3	-	-	-	-	-	-	-	-	-	-	-	-
	Totals	347	100.0	43	100.0	56	100.0	38	100.0	56	100.0	54	100.0	100	100.0

		Total Past Student Population	
Question Number	Response Choices	Number of Responses	Percent
29b	Number of Years		
	0	128	36.9
	1	48	13.8
	2-3	68	19.6
	4-5	30	8.6
	6-10	43	12.3
	10+	30	8.8
	Totals	347	100.0

		Total Past Student Population	
Question Number	Response Choices	Number of Responses	Percent
29c	Number of Years		
	0	136	39.2
	1	15	4.3
	2-3	40	11.5
	4-5	32	9.2
	6-10	57	16.5
	10+	67	19.3
	Totals	347	100.0

EXHIBIT F

ADULT VOCATIONAL EDUCATION SURVEY EMPLOYER QUESTIONNAIRE

After you have completed this questionnaire, please return it in the enclosed, postage-paid, return envelope to:
Alexander Grant & Company; Midwest Plaza Building; 801 Nicollet Mall; Minneapolis, Minnesota 55402

Please check the one most appropriate answer to the following questions.

1. Do you know if employees from your organization have ever been enrolled in Adult Vocational Education Classes?
☐ a. Yes, some of our employees have taken these classes.
☐ b. No, our employees have not taken these classes.
☐ c. I'm not sure.
2. Has an Adult Vocational Education Coordinator ever called on you or someone at your organization to discuss your organization's needs for Adult Vocational Education?
☐ a. Yes.
☐ b. No.
☐ c. I'm not sure.
☐ d. I was not aware that the service existed.
3. Is your organization aware that Adult Vocational Education Coordinators may arrange for special training classes to be held for certain of your employees (at your location, if necessary) to fit unique needs of your business?
☐ a. Yes.
☐ b. No (not until I read this question).
☐ c. I'm not sure.
4. Do you think your organization would ever be interested in arranging for such special classes?
☐ a. Yes.
☐ b. No.
☐ c. I'm not sure.
5. Does your organization have plans for using Adult Vocational Education for future employee training?
☐ a. Yes.
☐ b. No, not at this time.
☐ c. No, never.
☐ d. I'm not sure.
6. Is it policy of your firm to pay any portion of the costs incurred by an employee attending Adult Vocational Educational classes?
☐ a. Yes.
☐ b. No.
☐ c. I'm not sure.
7. How successful has Adult Vocational Education been in providing your employees with the training or knowledge that you were seeking?
☐ a. The results have been excellent.
☐ b. The results have been very good.
☐ c. The results have been average.
☐ d. The results have been poor.
☐ e. The results have been quite unsatisfactory.
☐ f. The results vary significantly from class to class.
☐ g. I'm not sure of the results.
☐ h. We do not use Adult Vocational Education.

Please check the most appropriate answers to all the following questions. You may have more than one answer; please check more than one, if applicable.

8. How does your organization influence or encourage employees to take Adult Vocational Education classes?
- ☐ a. We require certain employees to take certain classes.
 - ☐ b. We suggest that certain employees take certain classes.
 - ☐ c. We post literature from the school in a place visible to all employees.
 - ☐ d. We do nothing to influence or encourage employees to take Adult Vocational Education classes. Anything they do is entirely on their own.
 - ☐ e. I'm not sure.
9. Which of the following statements describe why you would encourage your employees to take Adult Vocational Education classes?
- ☐ a. To enable the employee to brush up on skills which he/she has used in the past.
 - ☐ b. To enable the employee to better perform his/her present job.
 - ☐ c. To upgrade the employee into a new position.
 - ☐ d. To enable the employee to complete an apprenticeship program.
 - ☐ e. To enable the employee to obtain or renew a required license.
 - ☐ f. I'm not sure.
 - ☐ g. We would have no reason to encourage employees to take Adult Vocational Education classes.
10. What level of employees would you have participating in Adult Vocational Education classes?
- ☐ a. Trainee.
 - ☐ b. Apprentice.
 - ☐ c. Skilled.
 - ☐ d. Supervisory.
 - ☐ e. Management.
 - ☐ f. Executive.
 - ☐ g. We do not use Adult Vocational Education.
11. If Adult Vocational Education classes were not available, what would be the impact upon your organization?
- ☐ a. We would have to be more selective in the initial screening and hiring of employees.
 - ☐ b. We would have to develop our own training programs.
 - ☐ c. Employees would have to develop skills while on the job.
 - ☐ d. We would have less qualified employees.
 - ☐ e. We would have to use other external training resources.
 - ☐ f. I don't know.

We would appreciate any general comments you wish to provide on how you view Adult Vocational Education. Please write your comments in the space below.

EXHIBIT G

TABULATION OF EMPLOYER RESPONSES

The data contained in the following exhibit is a tabulation of responses to the questionnaire contained in Exhibit F. In addition to the response choices, the following were included:

- "NR" -- No Response (The respondent did not provide an answer to this question)
- "IR" -- Invalid Response (The respondent gave an answer which was not usable, i.e., two or more responses to a question where only one was acceptable)

EXHIBIT G

TABULATION OF EMPLOYER RESPONSES

1 of 3

Question Number	Response Choices	Responses by Source									
		Total Employer Population		Source 1 Student Furnished		Source 2 Employer Advisors		Source 3 ASTD Members		Source 4 Manufacturers	
		Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
1	a.	125	86.8	43	91.4	27	96.4	33	89.2	22	68.8
	b.	13	9.0	2	4.3	1	3.6	1	2.7	9	28.1
	c.	6	4.2	2	4.3	-	-	3	8.1	1	3.1
	Totals	144	100.0	47	100.0	28	100.0	37	100.0	32	100.0
2	a.	58	40.3	18	38.3	15	53.5	13	35.2	12	37.5
	b.	56	38.9	19	40.4	5	17.9	14	37.8	18	56.3
	c.	21	14.6	6	12.8	7	25.0	7	18.9	1	3.1
	d.	9	6.2	4	8.5	1	3.6	3	8.1	1	3.1
	Totals	144	100.0	47	100.0	28	100.0	37	100.0	32	100.0
3	a.	69	47.9	24	51.0	16	57.2	19	51.4	10	31.2
	b.	68	47.2	21	44.7	10	35.7	15	40.5	22	68.8
	c.	7	4.9	2	4.3	2	7.1	3	8.1	-	-
	Totals	144	100.0	47	100.0	28	100.0	37	100.0	32	100.0
4	a.	59	41.0	20	42.6	14	50.0	16	43.2	9	28.1
	b.	33	22.9	14	29.8	3	10.7	4	10.8	12	37.5
	c.	51	35.4	13	27.6	11	39.3	17	46.0	10	31.3
	NR	1	0.7	-	-	-	-	-	-	1	3.1
	Totals	144	100.0	47	100.0	28	100.0	37	100.0	32	100.0
5	a.	62	43.0	23	48.9	14	50.0	14	37.8	11	34.4
	b.	56	38.9	18	38.3	8	28.6	15	40.6	15	46.8
	c.	-	-	-	-	-	-	-	-	-	-
	d.	25	17.4	6	12.8	6	21.4	7	18.9	6	18.8
	NR	1	0.7	-	-	-	-	1	2.7	-	-
	Totals	144	100.0	47	100.0	28	100.0	37	100.0	32	100.0
6	a.	101	70.1	30	63.8	23	82.1	33	89.2	15	46.9
	b.	26	18.1	13	27.7	-	-	2	5.4	11	34.4
	c.	13	9.0	3	6.4	4	14.3	1	2.7	5	15.6
	NR	3	2.1	1	2.1	1	3.6	-	-	1	3.1
	IR	1	0.7	-	-	-	-	1	2.7	-	-
	Totals	144	100.0	47	100.0	28	100.0	37	100.0	32	100.0

EMPLOYER RESPONSES - CONTINUED

2 of 3

Question Number	Response Choices	Responses by Source									
		Total Employer Population		Source 1 Student Furnished		Source 2 Employer Advisors		Source 3 ASTD Members		Source 4 Manufacturers	
		Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
7	a.	10	6.9	6	12.8	2	7.1	2	5.4	-	-
	b.	44	30.6	17	36.2	12	42.9	9	24.3	6	18.8
	c.	22	15.3	7	14.9	4	14.3	7	18.9	4	12.5
	d.	1	0.7	1	2.1	-	-	-	-	-	-
	e.	1	0.7	-	-	-	-	-	-	1	3.1
	f.	13	9.0	4	8.5	4	14.3	4	10.8	1	3.1
	g.	26	18.0	7	14.9	4	14.3	9	24.3	6	18.8
	h.	22	15.3	5	10.6	2	7.1	5	13.6	10	31.2
	NR	5	3.5	-	-	-	-	1	2.7	4	12.5
TOTALS		144	100.0	47	100.0	28	100.0	37	100.0	32	100.0

* For the following questions (8, 9, 10, and 11) employers were asked to select more than one response, if appropriate. Consequently, the total number of responses is greater than the total population, and the total of the percents is greater than 100%. Each percent shown is expressed as a percent of the total number of respondents, not as a percent of the total number of responses. For example, in question 8, response "a" was selected by 20 of the 144 total employers. This results in a response rate of 13.9% (20/144).

Question Number	Response Choices	Responses by Source									
		Total Employer Population		Source 1 Student Furnished		Source 2 Employer Advisors		Source 3 ASTD Members		Source 4 Manufacturers	
		Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
8	a.	20	13.9	9	19.1	3	10.7	7	18.9	1	3.1
	b.	64	44.4	26	55.3	13	46.4	15	40.5	10	31.3
	c.	63	43.8	18	38.3	16	57.1	21	56.8	8	25.0
	d.	36	25.0	8	17.0	4	14.3	10	27.0	14	43.8
	e.	6	4.2	3	6.4	1	3.6	-	-	2	6.3
	NR	2	1.4	-	-	1	3.6	-	-	1	3.1
Totals		*	*	*	*	*	*	*	*	*	*
9	a.	52	36.1	16	34.0	12	42.9	19	51.4	5	15.6
	b.	103	71.2	37	78.7	21	75.0	31	83.8	14	43.8
	c.	77	53.5	20	42.6	21	75.0	23	62.2	13	40.6
	d.	10	6.9	4	8.5	-	-	4	10.8	2	6.3
	e.	20	13.9	9	19.1	3	10.7	6	16.2	2	6.3
	f.	5	3.5	2	4.3	1	3.6	-	-	2	6.7
	g.	10	6.9	1	2.1	-	-	3	8.1	6	18.8
	NR	1	0.7	-	-	-	-	-	-	1	3.1
Totals		*	*	*	*	*	*	*	*	*	*

EMPLOYER RESPONSES -- CONTINUED

3 of 3

Question Number	Response Choices	Response by Source									
		Total Employer Population		Source 1 Student Furnished		Source 2 Employer Advisors		Source 3 ASTD Members		Source 4 Manufacturers	
		Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent	Number of Responses	Percent
10	a.	63	43.8	23	48.9	14	50.0	21	56.8	5	15.6
	b.	37	25.7	12	25.5	7	25.0	10	27.0	8	25.0
	c.	79	54.9	26	55.3	20	71.4	22	59.5	11	34.4
	d.	64	44.4	23	48.9	15	53.6	16	43.2	10	31.3
	e.	35	24.3	12	25.5	12	42.9	5	13.5	6	18.8
	f.	8	5.6	2	4.3	3	10.7	1	2.7	2	6.3
	g.	16	11.1	2	4.3	1	3.6	5	13.5	8	25.0
	NR	4	2.8	3	6.4	-	-	-	-	1	3.1
Totals		*	*	*	*	*	*	*	*	*	*
11	a.	17	11.8	5	10.6	4	14.3	5	13.5	3	9.4
	b.	45	31.3	12	25.5	12	42.9	16	43.2	5	15.6
	c.	49	34.0	15	31.9	10	35.7	15	40.5	9	28.1
	d.	28	19.4	8	17.0	7	25.0	9	24.3	4	12.5
	e.	46	31.9	16	34.0	9	32.1	14	37.8	7	21.9
	f.	30	20.8	10	21.3	4	14.3	6	16.2	10	31.3
	NR	7	4.9	2	4.3	1	3.6	1	2.7	3	9.4
Totals		*	*	*	*	*	*	*	*	*	*

EXHIBIT H

ADDITIONAL EMPLOYER COMMENTS

NOTE: In some instances, for ease and clarity of reading, minor editing of spelling, punctuation, or grammar not affecting the content of the comments listed below was performed.

1. "A.V. Education is the requirement for many employees and it is very important to have someone training job skills!"
2. "Adult Vocational Education has saved us the time and expense of training the people in our agency who are home health aides."
3. "We need more nite classes available in the areas of sheet metal, Electrical trouble shooting for industry (not code), & practical Electronic trouble shooting. Day time classes are available in these areas but our employees cannot attend."
4. "We as the employers are taking these classes -- the program does not fit our employees."
5. "Vocational courses (night school) do well for those who try hard and really want to learn. But all too many can get passing grades and learn little. Tests and final tests are too easy or non existent. In point, I have no guarantee that the passing grade means anything.

p.s. I've attended 7 different courses personally so I speak from experience."

6. "This company is a great supporter of Adult Vocational School Education. Unlimited amounts of positive benefits are gained from well conducted courses with QUALIFIED INSTRUCTORS. Instructors are qualified if they know their subject material from the practical standpoint rather than much theoretical mush.

"I strongly urge authorities to not only expand this program but also make it available more readily and provide a good product."

7. "Our plant is very close to the VoTec School of Mankato MN & we feel that this training helps both the individual and employer."
8. "Most all of our employees are competent at time of hire, but a number of them, past and present, have taken these courses. Once they are hired, any further training is on their own; although we do encourage newcomers who are weak in certain areas to take more training at the time we hire them."

9. "Being involved for 4½ years as a teacher in the A.T.V.I. system I appreciate and really can't place a great enough value that the students can learn to broaden their background and be more valuable to their employers."
10. "We find it very beneficial at times to help people learn new skills. Since we deal in Computer Technology we do maintain an internal training staff that fulfills many of the needs we would otherwise require from outside sources."
11. "I have had very good luck with Adult Vocational Education classes. They were conducted very well and a great deal of information and skills was learned from them."
12. "I think it is great -- but they cannot turn out enough for our needs."
13. "These schools provide the best training available. Very very good."
14. "The employees attending adult vocational classes have been enthusiastic and look forward to future classes."
15. "We have tried unsuccessfully in the past to use VoTech for all training of nurse aides. However, we found the campus location too far to commute & also, classes weren't offered frequently enough. We are anticipating this changing by January 1st."
16. "Many of our employees take advantage of the adult ed. classes in our local vocational schools. Our company pays the full cost of tuition, books, and lab fees for courses taken in the field the employee is working in."
17. "Without Adult Vocational Education in some cases we would not be able to promote from within... because of a lack of typing, shorthand, etc., ... skills which are needed for a particular job."
18. "A definite need for the program -- I feel small business needs this type of help."
19. "It seems that the only adult education ... classes ever held in this area are sociology and psych. classes. We were asked by the high school to hold an evening session of adult welding classes. We held the 6 week course and taught quite a few farmers to weld, which was good for public relations. This class in no way helped us to get and retain employees."
20. "We are manufacturers of custom built residential housing and have a great need for assistance from outside training/education sources. We have a policy of maintaining high performance standards supported by a tuition aid program. A most critical area is product related -- drafting, materials specifications, etc."

21. "We conduct an on-site adult Voc. Ed. class for all of our new geriatric assistants before they are hired -- hiring depends on their successful completion of this course. This course is carried out in cooperative agreement & contract with Mpls. AVTI Adult Ed. Div. The instructor is Voc. Ed. Certified and an R.N. We also have continuing education courses, on occasion for our staff."
22. "Has great potential but not being used effectively at the present time."
23. "I would appreciate being contacted by an Adult Vocational Education Representative to discuss our company's employment and training needs." Note: This information has been provided to the appropriate area V.T.I. director.⁷
24. "It is somewhat difficult to respond to some of your questions. We provide a great deal of our own training for employees, so we are not dependent upon Adult Voc. Ed. At the same time we have worked with the local Vo-Tech Institute to provide courses/ training for some of our employees. We hire some Vo-Tech grads. Certainly the Vo-Tech Institute plays a part in the competency of some of our employees."
25. "This questionnaire is self-serving & is unfair."
26. "We have used Adult Vocational Classes for some time now. We have been extremely happy with the results that we have received. We do have our own training facility and do a lot of our own training -- but we have found many occasions to use the Adult Education Program."
27. "More short technical courses (refreshers updating very special topics), e.g., not to exceed 3 months. More systematic presentation to employers as to what is available, where, and when so as to make it easier to schedule people for this. Somehow, the whole effort needs to be better filtered as to subject matter and coordinated for employer usage."
28. "Our company is very small and we have no needs in this area. As we grow, I could see some value if your classes were in areas of needs for our industry."
29. "Adult Voc-Ed classes have been taken by a cross-section of our employees and we have been pleased with the results."
30. "We need concentrated technical training classes to update jobs. For example: lathe operation, graphic arts, printing pressmen, camera layout, camera for print shop, and pattern making. Courses should be evening concentrated at least 3 days per week and perhaps all of Saturday, or possibly a one month or 2-week, 8 hour day program in one area."
31. "Four of us out of eight employees registered for the graphic arts class ... 4 or 5 years ago. We really needed the training. We quit because we weren't learning anything nor were we at all satisfied with the instructor!"

32. "Adult Vocational Education is very useful in upgrading skills and also for updates, such as a class in metrics."
33. "The sheet metal worker's union is to provide evening classes at the area vocational school for apprentices and journeymen that desire to learn more. Such classes for this winter are being looked into by the union for shops in this area."
34. "Teachers need to be better qualified."
35. "We pay 50-75% of cost ... we encourage during review ... we are studying a method of salary increase for classes completed ... to date no one has completed a class."
36. "We need A.V.E. classes closer to our location in Wyoming, MN. St. Paul is too far for employees to travel."
37. "We talked about such a program several years ago but do not envision just how we or our employees can participate."
38. "I think AVE is fine for those who need & take it. Mine is a small plant and I have trained my own helpers. The AVE for my type of plant doesn't cover the entire scope of training needed."

EXHIBIT I

DIRECTOR AND COORDINATOR INTERVIEW QUESTIONS

1. What are the overall strengths and weaknesses of Adult Vocational Education?
2. What changes would you like to see made in the way that the State supports Adult Vocational Education?
3. How is the determination made either to add a new class or drop an existing class?
4. What is your program for contacting employers within your area?
5. What is your program for curriculum development?
6. What is your process for identifying, qualifying, and training new instructors?
7. What is done to make potential students and industry aware of current class offerings?
8. Do you have a formal program of working with agencies such as WIN, CETA, or DVR in setting up classes or attracting students?
9. Do you have an established program for monitoring classes in progress?
10. Do you have a program for obtaining feedback regarding the quality of the class and the instructor?
11. Do you have a program for following up with students some time after they complete a class in order to determine the impact of the class on their work?
12. Who is eligible to participate in apprenticeship programs, and who is responsible for developing the curriculum?
13. What are your comments on the Field Services program?
14. What are your comments on the Consumer Services classes as a part of the Adult Vocational Education program?